



FEDERAL GOVERNMENT OF SOMALIA
MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION
Education Sector Program Improvement Grant 2018-2020
Program Document

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SUPPORTED BY:



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Foreword

The Ministry of Education, Culture and Higher Education of Somalia has recently finalized the Education Strategic Sector Plan (ESSP) 2018-2020, which provides a roadmap for the development of the education system as a key engine for the socio-economic development of the country. The ESSP outlines clear priorities for each sub-sector, focusing on building equitable access to quality education services and increasing system efficiency.

The Education Sector Program Implementation Grant (ESPIG) will provide direct support to the implementation of key priorities within the ESSP, selected based on the highest need and potential as levers for medium and long-term development impact. Focusing on the primary education sub-sector and of the capacities needed to support its development, the ESPIG will contribute to increase access; to improve the quality of education services; and to build capacity at multiple levels within the system, working towards increased efficiency.

The present Program Document outlines the ESPIG interventions, which were envisioned as part of a broader effort to advance the ESSP, complementing the investments made by development partners, communities and the private sector. The interventions were designed as part of a collaborative process, considering Somali values, the evidence base and the unique characteristics of a complex and dynamic context. The ESPIG puts at its center the potential of partnerships and of decentralized processes, contributing to the construction of an inclusive system that leverages the capacities and contributions of all of its parts.

We are starting an ambitious journey on behalf of our children. As we walk this path together, let us think of the joy and light that their education will bring into our society, and put the best of our efforts into making it a reality.



Abdi Dahir Osman
Minister

List of Abbreviations and Acronyms

ABE	Alternative basic education
ADRA	Adventist Relief and Development Agency
AS	Al Shabab
BREC	Bay Regional Education Committee
BVAs	Budget vs actual analysis
CARE	Cooperative for Assistance and Relief Everywhere
CEC	Community education committees
CERF	Central Emergency Response Fund
CISP	Comitato Internazionale per lo Sviluppo dei Popoli
CRC	Convention on the Rights of the Child
DANIDA	Danish International Development Agency
DEO	District Education Officer
DFID	Department for International Development/ UK
DG	Director General
EAC	Educate a Child
EC	European Commission
ECCE	Early childhood care and education
ECE	Early childhood education
ECW	Education Cannot Wait
EGEP	Educate Girls, End Poverty
EGEP-T	Educate Girls, End Poverty - Transition
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EiE	Education in emergencies
ELENA	ELMIDOON Enhanced Action

EMIS	Education Management Information System
ESA	Education Sector Analysis
ESC	Education Sector Committee
ESPIG	Education Sector Program Implementation Grant
ESSP	Education Sector Strategic Plan
EU	European Union
FCRM	Feedback and Complaints Response Mechanism
FGM	Female genital mutilation
FGS	Federal Government of Somalia
FMS	Federal Member State
FPENS	Formal Private Education Network in Somalia
FRS	Federal Republic of Somalia
GA	Grant Agent
GDP	Gross Domestic Product
GEC	Girls' Education Challenge (<i>DFID program</i>)
GEN	Gedo Education Network
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
GPI	Gender Parity Index
IDP	Internally displaced person
ILO	International Labour Organization
IOM	International Organization for Migration
IPC	Integrated Phase Classification
IQS	Integrated Qur'anic Schools
ITSV	Islamic and traditional Somali values
JRES	Joint Review of the Education Sector

LIVE	Livestock Investment and Vocational Education programme
MCA	Maximum country allocation
MEL	Monitoring, evaluation and learning
MIS	Monitoring and information system
MFP	Multi-partner Fund
MLAs	Minimum Learning Assessments
MoECHE	Ministry of Education, Culture and Higher Education
MoE	Ministry of Education
MoF	Ministry of Finance
NCA	Norwegian Church Aid
NDP	National Development Plan
NER	Net enrolment rate
NGO	Non-government organization
NORAD	Norwegian Agency for Development Cooperation
NRC	Norwegian Refugee Council
ODA	Official development assistance
PESS	Population Estimate Survey of Somalia
PMC	Program Management Committee
PMU	Program Management Unit
PPP	Public-private partnership
PSC	Program Steering Committee
QAOs	Quality Assurance Officers
QER	Quarterly Education Review
QIMs	Quality Improvement Managers
QIOs	Quality Improvement Officers
RCRF	Recurrent Cost and Reform Financing Project

RCU	Risk and compliance unit
REOs	Regional Education Officer
RI	Relief International
SAFE	Schools Association for Formal Education
SC	Save the Children
SDG	Sustainable Development Goal
SEAQE	Strengthening Equity, Access and Quality of Education in Somalia
SEDA	Somali Education Development Association
SEC	Somalia Education Cluster
SERC	Special Education Resource Center
SETS	Strengthening Education and Training in Somalia
SHF	Somalia Humanitarian Fund
SIG	School inclusion grant
SOFE	School Organization for Formal Education
SOFEL	Somali Formal Education Link
SOFEN	Somali Formal Education Network
SOMGEP	Somali Girls' Education Promotion Programme
SOMGEP-T	Somali Girls' Education Promotion Programme - Transition
SWES	Somalia Wide Education Synergies
SYLI	Somali Youth Learners Initiative
TA	Technical advisor
TQS	Traditional Qur'anic Schools
TTI	Teacher training institute
TVET	Technical and vocational education and training
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission for Refugees

UNICEF	United Nations Children’s Fund
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
US\$	United States Dollar
USAID	United States Agency for International Development
UY	Urban Youth (a CARE Somalia program)
WFP	World Food Programme
YES	Youth Employment Somalia

Section 1 – Introduction

This program document supports the application of the Federal Government of Somalia (FGS) to access funds (US\$17.9 million) allocated to the FGS by the Global Partnership for Education (GPE). The program document was developed by CARE International Somalia in close collaboration with the Ministry of Education, Culture and Higher Education (MoECHE), starting on 11 December 2017 after finalization of the Education Sector Strategic Plan (ESSP 2018-2020).

CARE International Somalia has used the following broad approach to the development of the application package:

- fieldwork was undertaken in Somalia¹, including in-depth interviews, focus group discussions, a workshop with the local education group (known as the Education Steering Committee) in Mogadishu and gathering of key additional documents and secondary data;
- five studies were carried out (an analysis of secondary data on access, retention, learning outcomes, transition and completion, a review of policy implementation practices on the ground, a review of secondary data on exclusion from education, a mapping exercise to identify contributions to the education sector and a review of social safeguarding practices); and
- extensive consultation with Member State MoEs, education role players and stakeholders in Mogadishu and Nairobi.

The result of the above is a collaborative, evidence-based application package, of which this program document forms a key part, supported by important processes and outputs of policy analysis and dialogue that informed the Education Sector Analysis (ESA) 2016 and the ESSP 2018-2020, on which the program document is closely based. In the remainder of this document, it should be noted that the MoECHE has successfully applied for an *ex ante* approach to the GPE grant (see Annex 4).

The program document comprises the following sections:

- The building blocks of the program document
- Organization and management of the education sector
- Program narrative
- Justification for the variable part
- Implementation plan
- Results framework
- Modalities and implementation arrangements
- Risk identification and mitigation
- Monitoring and evaluation
- Sustainability
- Aid effectiveness

The program budget, with unit costs, is submitted as a separate document.

¹ In this document 'Somalia' refers to Banaadir (which is likely to become a state of the FGS in the near future) and the FGS states of Galmudug, Jubaland, Hirshabelle and Southwest. 'Somalia' excludes Puntland and Somaliland, which have their own ESSPs and GPE grants. Any reference to 'Member States' also excludes Puntland and Somaliland.

Section 2 – The Building Blocks of the Program Document

2.1 Introduction: building peace and a viable state through improved education delivery

The FGS is at an early stage of building a viable state. Somalia therefore faces numerous challenges in strengthening the capacities of education institutions and systems to support continued progress to achieving Sustainable Development Goal (SDG) 4 education targets, particularly those related to improving access to education and improving children’s learning outcomes.

With the support of the international community, the FGS has made recent progress in building a viable state and building peace, addressing drivers of fragility such as violence, inequitable and limited access to quality social services, an extremely constrained fiscal environment, weak governance and service delivery capacities, and limited capacities to mitigate environmental and man-made shocks. However, there remain significant political, social and environmental risks, with many communities affected by conflict, displacement, trauma, and high levels of poverty.

Global evidence shows that the type and quality of education can either fuel marginalization, alienation, poverty and vulnerabilities of children and young people or strengthen societal resilience². Quality education services that utilize multiple pathways to increase access to education equip future generations with the skills and knowledge to positively contribute to the social, political and economic development of their communities and support the realization of multiple SDGs³. In this context, as outlined in the Draft National Education Policy, the FGS and the MoECHE are committed to capitalizing on the potential of education as a peace dividend for Somali communities by reforming the education sector and developing a quality system that promotes inclusion, from which students achieve core learning competencies in numeracy and literacy and become technologically proficient with lifelong learning and life skills. Achieving this goal will increase the legitimacy of nascent state institutions in education through improved social service delivery.

2.2 The National Development Plan 2017-2019

The recently endorsed Somalia National Development Plan (NDP) 2017-2019, the first of its kind in 30 years, has four overarching objectives:

- i. To quantitatively reduce abject poverty by reviving key economic sectors such as livestock, farming, fishing, ICT, finance and banking
- ii. To repair vital infrastructure, starting with clean energy and water, economic beltways, ports and airports
- iii. To qualitatively strengthen state capacity by reforming and streamlining the public administration sector
- iv. To sustain political inclusivity, accelerate security sector reform and strengthen the rule of law across federal and state levels

The proposed program complements the NDP by contributing to the achievement of key education-related development objectives set out in the ESSP.

2.3 The Education Sector Analysis 2017

² Forced Migration Review Supplement. 2006. [Education and conflict: research, policy and practice](#). Refugees Studies Center & UNICEF.

³ Global Partnership for Education. 2015. [17 ways education influences the sustainable development goals](#). (Infographic)

The Education Sector Analysis (ESA) of 2017 covered the period 2012 to 2016. The primary tasks undertaken to complete the ESA included:

- assessing the accomplishments and challenges of implementation of the Interim ESSP (which preceded the ESSP 2018-2020) based on available data;
- reviewing secondary data to better understand the context of the education sector (demographic, social, humanitarian context and financing);
- statistical analysis of school census data gathered by the MoECHE and other datasets from UNFPA PESS 2015 and a UNICEF 2016 Rapid Baseline Survey for South Central Somalia;
- a capacity development needs assessment of the MoECHE to identify capacity gaps in education service delivery;
- identifying sector management risks; and
- facilitating technical working group meetings with stakeholders to identify investment areas for the ESSP aligned with the NDP 2017-2019.

2.4 The ESSP 2018-2020

The ESSP 2018-2020 draws on ESA findings validated through consultative processes with education stakeholders at state and federal levels and with a broad cross-section of education partners. Key areas considered in the ESSP include:

- enrolment and access (for both formal and non-formal education);
- internal efficiencies of the education system;
- capacity building and training;
- education costs and financing;
- teacher qualifications, training and distribution;
- learning outcomes and quality of education;
- governance and management of the education sector; and
- equity in education.

The ESSP was developed in a highly consultative manner. From January to May 2017 bi-weekly meetings were held with a MoECHE technical working group to review ESA findings, validate preliminary analysis and identify key priorities for the ESSP. Eight technical working groups participated in these meetings. MoECHE officials conducted further outreach and consultation with stakeholders at Member State level. Verification workshops for data analysis and ESA findings were led by the MoECHE, and reviews by the local education group (the Education Steering Committee) provided additional external appraisal and validation.

The ESSP addresses the following subsectors:

- Early childhood education (ECE)
- Primary education
- Secondary education
- Accelerated basic education (ABE)
- Technical and vocational education and training (TVET)
- Education in emergencies (EiE)
- Higher education

Cross-cutting issues are addressed. Annexes are also provided that include the results framework and costing for the ESSP.

Five desktop studies were undertaken specifically to support the development of the program document:

- a review of secondary data on exclusion from education;
- a review of secondary data on practices for policy implementation;
- a comprehensive mapping of development partner contributions to the education sector;
- a review of social protection practices; and
- an analysis of secondary data on access, retention, learning outcomes, transition and completion.

These studies, which drew heavily but not exclusively on the ESA and the ESSP, are attached in full under separate cover and summarised below.

2.5 The previous GPE Grant

The Global Partnership for Education provided a grant (2013-2017) to the Federal Government of Somalia for accelerated support to education in emergencies. This grant supported the following activities:

- Incentives to 1,285 teachers (906 teachers hired), 59 school administrators, seven Regional Education Officers (five newly hired) and five inspectors
- Teacher training (1,169 teachers)
- Monitoring and supervision visits to 150 schools
- Rehabilitation of four REO offices and 11 REO offices established
- Development of REO training materials
- Development of a Teacher Training Framework: Teacher Education and Training Policy, Minimum Standards and Quality Assurance Guidelines

As the focus of this program was the provision of immediate support to restore education services, most of the investment was made into salaries and incentives to ensure availability of teachers and personnel to support schools. The severe attacks experienced during the life of the program, including a direct attack against MoECHE's office in 2015, limited the reach of the activities beyond Mogadishu (particularly the direct support to schools) and required revisions to the scope of work. The program was successful in hiring new teachers and REOs, and in building foundational blocks for (i) the future professionalization of the teaching workforce and (ii) training of REOs and supervision tools.

Section 3 – Management and Funding of the Education Sector

3.1 Background

After the collapse of the Somali Government in 1991, the capacity of the MoECHE to provide basic education services and support throughout the country diminished greatly. With the brutal struggle for power and resources that ensued after the fall of the state, education provision came to a halt. As most schools closed doors as a consequence of the mayhem, educational properties were looted or destroyed; many educators and students fled the country seeking refuge within and outside of Somalia. Those educators who could not afford the journey abroad relocated internally and some established private schools. The previous education system, with a centralized curriculum, assessment and standardized systems of teaching and learning, was largely replaced by a privately run fragmented schooling system. These include schools established by communities, as well as private institutions operating as businesses. Unlike public schools, most private schools charge tuition fees, utilize foreign curricula and use foreign languages as their medium of instruction. Community-owned institutions constitute 53% of the total education service provision outside Banaadir⁴.

Somalia has thus been struggling for more than a decade to rebuild its key education institutions. Federal and Member State governments continue to face the post-conflict challenges of restoring public service delivery in the face of devastated infrastructure and massive population displacements. However, education services are provided by a multitude of stakeholders, including international development partners, to meet the variety of demands prevalent across the Somali education sector.

Given these conditions, a constructive regulatory policy framework is necessary which will enable the MoECHE to create an environment in which both the public and the private sector address the challenges of access, equity and quality in a strategic and sustainable manner. The vision, mission and policy goal of the MoECHE are presented below.

3.2 Vision and mission of the MoECHE

The education system of the FGS is managed by the MoECHE, led by a Minister, under whom are a Permanent Secretary and a Director General, who reports to the Permanent Secretary. The vision, mission and policy goal of the MoECHE are presented below.

Vision statement. Fulfil the right of every Somali to education and build an adequate, well educated, better skilled and competent workforce that contributes to the spiritual, economic and human development of the nation.

Mission statement. To ensure equitable access to inclusive, life-long quality education and training for all Somali citizens, through the sustained implementation and resourcing of a comprehensive Education Policy and Sector Strategic Plan

Policy goal. The provision of an equitable and inclusive education system that affords all learners access to free and compulsory basic education and secondary education of real quality, followed by the opportunity to continue with lifelong education and training, so enhancing their personal development and contributing to Somalia's cultural development, socio-economic growth and global competitiveness.

⁴ UNICEF (2016) Education Baseline Survey Report.

Guiding principles. The principles that guide this policy are in accordance with international and regional conventions, national laws, policies, guidelines and regulations. In particular, the principles take into consideration Somalia's Constitution and National Development Plan, and recognize the universality of human rights.

The mandate of the MoECHE is to ensure that the above vision, mission and policy goal are achieved in concordance with the guiding principles

3.3 Legal framework

The national education sector legal framework will be the National Education Act, developed under the Interim Constitution of the Federal Republic of Somalia (Federal Government of Somalia, 2012). This legislation has been drafted but not yet passed by the legislature.

The education sector operates within the wider government legislative framework, including:

- The Public Procurement, Concessions and Disposal Act (2015)
- The Public Financial Management Act
- The Civil Service Law

The Provisional Constitution of the Federal Republic of Somalia (FRS) guarantees every child the right to free education up to secondary school. The MoECHE has therefore developed policy directives and commitments to providing education regardless of region, clan, disability and gender. The draft National Education Policy defines disadvantaged people as “those who are socially, geographically or economically side-lined from, for example, access to education”. This group may include rural or pastoral communities, internally displaced persons (IDPs), girls and women, persons with disabilities and the poor. More detail on the MoECHE policy framework is provided below.

3.4 Policy framework

The MoECHE has developed a draft National Education Policy (MoECHE, 2016) which contains policy goals and strategies for early childhood care and education (ECCE), primary education, secondary education, technical and vocational education and training (TVET), tertiary and higher education, teacher education (pre- and in-service) and the non-formal education sector. The draft policy also contains policy objectives for schools as centers of care and support (i.e. child-friendly schools), inclusive education and curriculum development. It addresses a number of systemic policy areas such as age of enrollment, medium of instruction, vulnerable children, assessment, the education management and information system (EMIS) and monitoring and evaluation and resource allocation.

The MoECHE has also developed the following policy documents:

- National Education Curriculum Framework⁵ (MoECHE, 2017)
- Teacher Education and Training Policy
- Human Resource Policy Manual (MoECHE, 2015)
- Gender Policy (MoECHE, 2016)

⁵ The Framework also lays out the language of instruction policy, school structure and the assessment system.

These MoECHE education policies and plans identify groups at risk of exclusion and propose interventions to close existing gaps in education provision. While it is a positive development that the MoECHE is developing this policy framework, it is imperative to base policy implementation on empirical evidence to ensure that the gaps are closed efficiently and effectively. The program document addresses this need in subsequent sections.

3.5 Planning and monitoring framework

Education sector planning is undertaken within the government's overarching National Development Plan (FGS, 2017). The Education Sector Strategic Plan (ESSP) 2018-2020 (MoECHE, 2017) is a very comprehensive costed plan covering all sectors and also laying out cross-cutting and capacity building strategies. Supporting documents were also developed: an ESSP Action Plan (MoECHE, 2017) and an ESSP Results Matrix.

Targets are set in the ESSP Results Matrix. The MoECHE has established an EMIS and begun to collect and analyze data from schools on an annual basis. In addition, MoECHE has developed guidance for conducting school inspections (MoECHE, 2015) along with a school quality checklist (MoECHE, 2015).

The four FGS Member States (Galmudug, Jubaland, Hirshabelle and Southwest) have signed a Memorandum of Understanding with the Federal MoECHE (Federal Government of Somalia, 2016) which defines their roles, responsibilities and relationships and establishes coordination and dispute resolution mechanisms. Puntland and Somaliland have established their own Ministries of Education, laws, policies and education sector plans. At this time, however, none of the four FGS Member States have established their own state-level laws, policies or plans. Banaadir is yet to be recognized as a state and is under the jurisdiction of the MoECHE until its status changes.

Moreover, private education networks⁶ continue to play a crucial role in education provision, especially in areas where public services are absent. The majority of education provision is currently the responsibility of non-state actors – for example, 92% of primary learners attend non-governmental schools, managed by community organizations, the private sector and NGOs, and in 2016 only 72 of 914 primary schools were government owned. The impact of MoECHE planning and monitoring will therefore remain restrained in the medium term. There is a lack of cooperative planning and monitoring and there are therefore serious gaps in terms of equity and quality that require urgent attention from both governmental and non-governmental agencies delivering educational services. The limited ability of the MOECHE to influence local-level efforts regarding exclusion and access issues is due to both unresolved political challenges and limited MOECHE resources. These gaps are addressed in subsequent sections of the program document.

3.6 Policy implementation

3.6.1 Central level

The MoECHE is charged with the development of education policies, while the four Member State MoEs are responsible for policy implementation. However, federal structures and policies have only been re-

⁶ Commonly referred to as 'umbrella networks', including both community-owned schools and for-profit schools.

established in recent years. The MoECHE therefore faces significant capacity challenges (MoECHE, 2016), including:

- low organizational capacity and nascent systems;
- staff who in some cases lack core competencies⁷;
- limited resources;
- difficulties in collecting reliable data for planning;
- poor alignment of national and regional priorities, plans and activities;
- security challenges⁸;
- a weak regulatory environment, although a number of key documents are in draft form;
- a volatile political and fiscal environment;
- weak coordination between ministries⁹ and with private school organizations;
- substantial development partner support with weak coordination, which threatens sustainability; and,
- a large and diverse non-state education system.

Policy implementation remains fragile and the MoECHE is highly reliant on development partners for the payment of salaries, interventions, technical advice and materials. Stronger progress has been made in the areas of EMIS, ESSP consultation¹⁰, gender training, curriculum reform and examinations. Weaker areas include the regulatory and inspection systems for non-state schools and teacher management, coordination and accountability between the MoECHE and Member State MoEs, and weaknesses in financial management (particularly budget execution) (MoECHE, 2017).

The Constitution of the FRS requires equitable sharing of resources between federal and federal member states. However, there is a substantial challenge facing the FGS in coming up with a realistic approach to fiscal federalism that devolves resources to all levels of government. For the purposes of GPE resource sharing may depend on many variables, including student enrolment data at the Member State level, the proportion of marginalized communities with out-of-school children and the prevalence of other neglected educational needs.

3.6.2 Member State level

Decentralization of education is limited by weak capacity at the Member State level. There are minimal flows of resources to the state ministries of education from the federal government and a substantial disconnect between the states and the MoECHE, despite the Memorandum of Understanding. This is a consequence of the breakdown of the Somali state and the political and security challenges of reconstruction (MoECHE, 2017). States suffer from similar capacity constraints to those of the federal ministry; they are still being established¹¹ and staffing structures may still reflect pre-conflict requirements.

⁷ 24 MoECHE officers graduated from EU-funded Masters or Post-Graduate Diploma studies. However, only 14 officers trained still work at the MoECHE (MoECHE, 2017).

⁸ Somalia is a signatory to the Safe Schools Declaration and the United Nations Convention on the Rights of the Child.

⁹ For example, Qur'anic schools provide the majority of pre-school education but fall under the authority of the Ministry of Religious Affairs.

¹⁰ The MoECHR was able to consult stakeholders in all four Federal Member States and most regions during the ESSP design process and the preceding Joint Review of the Education Sector.

¹¹ The Department of Education in Jubaland was established in December 2013, for example.

There has only been a limited capacity assessment of the Member State MoEs in Galmudug, Hirshabelle, Jubaland and Southwest, and data on their personnel and structures are limited. Evidence of effective implementation of policies and plans is not available, and the extent to which the four states invest their own revenues in education is unknown. It is likely that the Member States have limited capacity to support or monitor regions and districts, and training on the new curriculum framework and quality assurance system has in all likelihood been minimal.

3.6.3 Regional level

Together with Banaadir, the states of Galmudug, Jubaland, Hirshabelle and Southwest consist of ten regions led by Regional Education Officers (REOs) supported by 20 Quality Assurance Officers (QAO) and five Supervisors. There have been efforts to strengthen the regional education systems and the MoECHE has been involved in the recruitment, deployment and training of regional education personnel. For example, 50 regional personnel have received training on conducting the annual school census. Most regions receive a modest direct grant from the federal government¹². However, there remain conflicts over accountability: the REOs are not sure whether to report to the federal or state government (MoECHE, 2016). Regional offices have also received different levels of support from development partners, including equipment, salaries and training. Infrastructure, materials and salaries are limited and REOs face significant challenges in terms of travel, security and authority. Regional education offices face considerable challenges, particularly in coordinating and monitoring education activities. Policy implementation (aside from activities managed by development partners) is currently limited, although the recent school census was the most successful to date.

3.6.4 District level

There are 58 districts across Banadir and the four FGS states¹³ but very few have functional governance structures; the establishment of these is a national priority. Districts are supposed to oversee primary education but their capacity is severely limited. As of late 2017, none of the 25 District Education Officers (DEOs) were receiving salaries from the MoECHE or development partners (MoECHE, 2017).

The ESSP (MoECHE, 2017) notes that “the experience in Somaliland, and Puntland to a lesser extent, indicates that, with sufficient policy and capacity-building support, it is possible to transfer decision making, finance and management responsibilities to districts for the delivery of education services” and that several districts were able to finance a proportion of education services from local revenues. Until these nascent structures are strengthened, and there is continued political stability and security, implementation of national policy will be limited.

3.6.5 School level

At the school level, a large percentage of learning facilities are private or community-owned. Local governance structures such as Community Education Committees (CECs) have been able in some locations to fill gaps in addressing concerns related to teacher accountability and student absenteeism. The majority of the remaining schools are private schools. However, while community-based and privately owned schools have helped to increase education access, particularly in hard-to-reach and

¹² The Education Sector Analysis (MoECHE, 2017) found that the salaries of most REOs were paid by development projects, but 23% of REOs and 86% of Quality Assurance Officers (QAOs) did not receive a salary.

¹³ In 2015/16 MoECHE was able to collect school census data from 39 districts as more areas were under government control.

at-risk areas, they face challenges in terms of inconsistent approaches, diverse curricula, limited teacher support and supervision and few or no regulatory guidelines. In this context, the ability of district officials to provide school management and quality assurance oversight is minimized by limited resources and accessibility issues.

3.6.6 Policy implementation: summary

Somalia's education sector regulatory framework is understandably incomplete and policy implementation remains fragile. The ESSP includes a focus on policy areas in which effective implementation may be more likely in the medium term: adoption of the new national curriculum by non-state schools (driven in part by national examination requirements), developing a regulatory framework for non-state schools, strengthening internal systems and staff competencies at the MoECHE and Member State MoE levels, and improving data collection through the annual school census.

State capacity is currently not strong enough to coordinate the activities of myriad service providers, mobilize additional resources, ensure effective use of resources and develop common standards and approaches. This has led to limited success in reaching out to excluded children and a tangle of different provision schemes that make it difficult to coordinate and rationalize nationwide educational coverage. These gaps are addressed in subsequent sections of the program document.

The ESPIG will provide critical support to system strengthening at the state, regional, and district levels, reducing inequities and building cohesiveness. The different dynamics in each state and region, emerging from socio-economic dynamics as well as clan composition, contribute to political friction and conflict; the ESPIG addresses this through the mitigation of differences in access to quality services, and by building the capacity of a critical mass of skilled staff who coordinate closely with MoECHE towards the achievement of the common goals set out in the ESSP.

3.7 Quality assurance and accountability

3.7.1 Capacity building for quality assurance of schools

The Department of Quality Assurance of the MoECHE is responsible for managing school quality assurance at the national level. REOs, DEOs and QAOs are responsible for monitoring schools at the Member State level.

UNICEF (funded by the European Union) supported the development of the MoECHE School Inspection and Improvement Manual (MoECHE, 2016), which should be used to train QAOs in the use of the Comprehensive Quality Assurance Checklist for Schools (MoECHE, 2015).

Technical advisers from the Education Development Trust (former CfBT Education Trust) and the International Organization for Migration (IOM) have been deployed to support the development of school quality assurance systems at the MoECHE. In mid-2017, IOM deployed a new technical adviser to the Department of Quality Assurance as part of the Migration for Development in Africa Programme.

Capacity development at the Member State level has been limited, with training for some staff. It is likely that Member States, regions and districts have limited capacity to conduct school inspections and personnel may not be aware of the MoECHE materials.

3.7.2 School quality assurance structures

School inspections are supposed to use the Comprehensive Quality Assurance Checklist for Schools. This includes sections on documentation (for example, does the school have a school improvement plan and copies of the Somali curriculum?); school management and leadership (for example, does the head teacher monitor classrooms?); finance; planning; learning; assessment, classroom management; infrastructure; teaching and learning materials; community relations; and teaching. There is no policy direction yet on the frequency or transparency of the inspection regime.

The structures described in the School Inspection and Improvement Manual are nascent and positions may not exist in practice. For example, external evaluation of schools (inspection and advice to schools) should be conducted by Quality Improvement Officers (QIOs) overseen by regional Quality Improvement Managers¹⁴ (QIMs) reporting to a Chief Inspector at the national level. Currently QAOs are only present at the regional level (15 positions), but the Education Sector Analysis found that 86% were not being paid by the MoECHE or by development partners. Individual projects provide support to supervisory visits; for instance, a UNHCR-funded intervention implemented by Mercy Corps supported quality assurance and visits at Federal and State level (Jubaland).

There are no data available on the number of school quality assurance inspections conducted and inspection report data are not integrated into the EMIS. Indeed, it is unknown if the MoECHE quality assurance checklists and reports are utilized in the districts. Due to the very low level of resources available to regional and district officers, any inspection system would face enormous challenges and it is unlikely that many schools have received an inspection.

3.7.3 Accountability and transparency in school quality assurance

As the majority of Somali schools are non-state, it is important that the role of government to inspect and report on schools is clearly stated in the regulatory framework and explicitly supported by the larger private school networks¹⁵ and development partners. At a minimum, inspectors will require the right to access schools and publish their reports. Systems will be required to ensure probity and transparency. For accountability, parents, teachers and students should be able to access and read the reports, and there should ideally be a linkage between funding and inspection. Based on the limited data available, this system is yet to be operationalized and no school quality assurance reports are publicly available. The roles and responsibilities of the various actors in quality assurance (central, state, regions, districts, private school networks, Community Education Committees (CECs) and non-government organizations (NGOs)) are not yet clearly defined.

3.7.4 The school census as a monitoring system

¹⁴ Sometimes referred to as Quality Improvement Coordinators (QICs) in the Manual. The terms of reference state that (for South Central Somalia) "A Framework for supervision and the use of minimum standards was also not developed. This has been aggravated by the absence of Quality Assurance departments that is able to use Quality Indicators as guides and provide clear advice to teachers on improving classroom practices when they inspect the schools." (<https://www.hornafriajobs.com/job/consultant-review-of-quality-assurance-systems-and-procedures-of-the-education-sector-in-jubaland-somalia> retrieved 15 January 2018).

¹⁵ It is highly likely the larger private school networks conduct their own inspections of their partner schools but the quality and frequency of these monitoring visits are not known.

Progress has been made in establishing an annual school census, particularly in terms of coverage (MoECHE, 2017). The current system involves visits to all schools in accessible areas by trained data collectors supervised by regional personnel¹⁶. The cost is high (approximately US\$ 66 per school surveyed). MoECHE publishes an annual report of education statistics.

The EMIS faces considerable challenges (MoECHE, 2017) including:

- dependency on external funding;
- insufficient human capacity development at the Member State level;
- no feedback loop enabling states, regions and districts to utilize the data;
- paper-based data collection and issues with data quality, data verification¹⁷ and ambiguous questions;
- parallel systems (such as the 2016 Rapid Assessment of Schools exercise);
- no linkages to teacher registration and examination databases;
- exclusion of alternative basic education, ECCE and TVET; and,
- technical issues with the EMIS software.

3.7.5 Examinations and learning assessment systems

The MoECHE has established examinations for Grade 8¹⁸ and Form 4¹⁹ (end of secondary). These are managed by a Department of Examinations and overseen by an autonomous National Examination Board.

However, the data are reported by the ESA as being unreliable. Firstly, the two largest private school networks do not participate in the Grade 8 examinations and only joined the Form 4 examinations in 2016²⁰. Secondly, the pass rates appear high: in 2013-15 marking was conducted at the school level.

Encouragingly, the 2016 data were considered more reliable with higher participation of networks, criterion-based marking, National Curriculum Framework competency-based examinations and more effective supervision and moderation.

The Africa Education Trust supported the MoECHE to conduct Minimum Learning Assessments (MLA) for a cross-section (5%) of primary students at Grade 7 in 2012 in South Central Somalia, Puntland and Somaliland. However, the results from South Central were suspect due to issues in administration and marking. There is limited utilization of examination data to inform teacher training or school improvement, and examination results are not readily available to the public. The ESSP calls for the establishment of MLA and Early Grade Reading and Mathematics Assessments to monitor learning outcomes.

¹⁶ In the 2016-17 school census 113 data collectors and 25 coordinators were trained and deployed. Data were collected on paper forms and captured centrally. The data collection budget estimated the total cost to be approximately US\$98,570.

¹⁷ The Education Sector Analysis (2017) notes that "...stakeholders also expressed a degree of uncertainty in the reliability of data pointing to a tendency of EMIS school survey respondents to 'over state' the level of need in order to secure additional resources for their schools."

¹⁸ Since 2009, according to the Education Sector Analysis (ESA), working in partnership with the private education providers and supported by the Africa Education Trust.

¹⁹ Since 2013, according to the ESA.

²⁰ The largest networks previously established their own examinations systems in the absence of central government.

3.8 The private schooling sector and non-government organizations

3.8.1 Private and non-government schools

Private schools make up the majority of the education system. Approximately 87.5 percent of primary school students and 91.5 percent of secondary school students attend non-government institutions (EMIS, 2015/16)²¹. A number of networks of private schools have emerged²². Private schools may set examinations, provide curriculum and policy, train teachers and monitor performance. Alternative curricula and structures²³ are widespread: most schools use a variety of curricula imported from neighbouring countries or the Middle East. The new national curriculum will allow for the development of uniform national assessments with the added value of comparative data on student performance.

The definitions of private schools include for-profit, non-profit and faith-based schools. A large number of schools are classed as “community schools” which may, in fact, be low-fee private schools which are not part of a larger private network. The majority of non-state schools charge school fees but development partners do increasingly subsidize education or provide cash transfers to poor families as part of their humanitarian or development interventions (SEC, 2017).

Many schools have a Community Education Committee (CEC) made up of community members, local elders and teachers. There have been a number of interventions which have trained CECs to improve access and school quality, and the ESSP calls for an endorsed national training package, as well as for training to the remaining CECs.

3.8.2 Islamic schools

Traditional Qur’anic schools (TQS) provide a low-cost Islamic education for pre-primary aged children in many villages. Approximately 201,293 children are enrolled at TQS (61% boys and 39% girls) in the four states of Galmudug, Jubaland, Hirshabelle and Southwest (MoECHE, 2017). These schools fall under the authority of the Ministry of Religious Affairs, with the MoECHE currently having little oversight. Children at TQS do not receive early childhood education (for example, pre-literacy or play-based learning) and these schools are not part of the formal education system. It should be noted, however, that children attending TQS are learning to decode Arabic as part of the process of learning the Qu’ran. There are indications that this process has a positive effect on the acquisition of foundational literacy skills.²⁴ There are significant gender disparities (only 4% of TQS teachers are women). Integrated Qur’anic schools (IQS) have a broader curriculum and extend into the primary grades. These schools have been included in the annual school survey. It is not apparent if there is an overarching body for representation of these non-state schools.

3.8.3 Regulatory environment for non-state schools

²¹ An additional 2,439 children attend Integrated Qur’anic Schools.

²² For example, School Association for Formal Education, the Formal Private Education Network in Somalia, Somali Community Concern, Somali Education Development Association and Gedo Education Network.

²³ Arabic medium schools have a nine year primary + three year secondary structure.

²⁴ A study conducted in rural and remote areas of Puntland, Somaliland and Galmudug indicated that children, even in these marginalized communities, are acquiring literacy skills at a relatively fast pace: 10% of the girls are reading fluently at Grade 1, and 56% are reading fluently (41% able to respond to comprehension questions) by Grade 3. Among boys, 12% can read fluently at Grade 1, and 65% can read fluently at Grade 3 (53% are able to respond to comprehension questions).

The MoECHE has established a Department for Private Schools to regulate the non-state education system. However, the regulatory environment is weak, with no control over school fees, no licensing, no rental agreements for use of state property and no enforcement of minimum standards. Harmonization of the curriculum, examinations and teacher training is at an early stage. The MoECHE has worked to include private networks in policy, curriculum and planning dialogue (including the Education Sector Committee) and identified priority actions in the ESSP, including public-private partnership mechanisms.

3.8.4 Non-government organizations and development partners

Coordination, monitoring and reporting on the projects and programs of the large number of development partners and non-government organizations active in the education sector is challenging due to low capacity and substantial off-budget activities. More positively, there are three separate education coordination and consultation mechanisms: the Education Sector Committee (co-chaired by the MoECHE and UNICEF and inclusive of development partners); the Somalia Education Cluster (co-chaired by UNICEF and Save the Children and focused on humanitarian and resilience education response); and the Somalia NGO Consortium (independent of government). NGOs and development partners actively involve central, regional and district personnel.

Table 1. Education sector coordination mechanisms in Somalia

Network	Members	Notes
Education Sector Committee (ESC)	Co-chaired by MoECHE and UNICEF International NGOs and local civil society organizations	Local education group
Somalia Education Cluster (SEC)	ADRA, BREC, CISP, FPENS, INTERSOS, Mercy Corps, NCA, NRC, RI, SC, SCC, SHARDO and SK. Co-chaired by UNICEF and Save the Children.	Education in Emergencies and humanitarian response cluster
Somalia NGO Consortium www.somaliangoconsortium.org	International and national NGOs 89 members (2017)	No education working group

Non-government organizations are listed in Annex 1. Private school organizations are listed in Annex 2.

3.9 Funding of education

Funding for the education sector comes from the Federal Government of Somalia (FGS), development partners, non-government organizations and families of students. An unknown proportion of funding originates from revenue generated by regions and districts. The Somali diaspora is also a significant source of funding, predominantly through the families of students.

FGS domestic financing for education is very low. As a proportion of the national budget, just 0.6% was allocated to education in 2016. While this increased to 1.4% in the original 2017 budget, in-year cuts reduced the allocation to 0.8% (US\$ 2.03 million²⁵).

²⁵ As of December 2017, revised from an initial budget of \$3,694,854

The FGS also disburses funds to regional education service delivery. In 2016, grants to Member States totalled US\$ 1.97 million. The original 2017 budget allocated US\$ 337,500; however, this was reduced to zero by the December 2017 report. There is little information about expenditure by sector at the regional level.

Table 2. FGS allocations for education services at the regional level 2014-17, US\$ (ESA, 2017 and Ministry of Finance budget reports, 2017)

State	Region	2014	2015	2016	2017 ²⁶
Jubaland	Lower Juba	130,800	130,800	130,800	0
	Middle Juba	n/a ²⁷	n/a	n/a	0
	Gedo	109,200	109,200	109,200	0
	Total	240,000	240,000	240,000	0
Southwest	Bakool	0	0	21,600	0
	Bay	234,400	234,400	234,400	0
	Lower Shabelle	176,400	176,400	176,400	0
	Total	410,800	410,800	432,400	0
Hirshabelle	Middle Shabelle	n/a ²⁸	n/a	n/a	0
	Hiraan	182,400	182,400	182,400	0
	Total	182,400	182,400	182,400	0
Galmudug	Mudug	120,000	120,000	120,000	0
	Galgaduud	144,000	144,000	142,800	0
	Total	264,000	264,000	262,800	0
Banaadir		283,200	283,200	283,200	0
Total		1,380,400	1,380,400	1,967,200	0

Domestic financing of education remains very low as a proportion of gross domestic product (GDP). The budget allocation for MoECHE and regional education services represents just 0.1% of GDP. The National Development Plan 2017-19 (FGS, 2017) sets a target of allocating 12% of the national budget to education by the end of 2019.

Teacher and staff salaries absorb the majority of domestic financing. Approximately 89% of the 2017 MoECHE budget was allocated for salaries and related costs. This leaves relatively little for other recurrent expenditure (for example, office operating costs) or development activities (for example, curriculum reform or infrastructure construction).

Data on domestic funding of MoECHE has improved but there are no reliable data on development partner direct budget support. The Education Sector Analysis (MoECHE, 2017) estimates that direct

²⁶ Revised budget, December 2017 report.

²⁷ Middle Juba was under the control of Al-Shabab.

²⁸ Middle Shabelle was formed during the last national election as a new region.

budget support (for example, salaries and meeting costs) was an estimated US\$ 1.25 million annually between 2014 and 2016 (around 48% of the MoECHE total budget).

Off-budget support from development partners for education is significant but challenging to quantify. Off-budget support includes grants to international and local non-government organizations and contractors for project implementation, salary payments for teachers, school construction, teaching and learning material procurement, research and technical advice. Emergency humanitarian response aid (for example, education services for IDPs or school feeding during drought) includes education, but at relatively low percentages. The ESSP projects off-budget support to average approximately US\$ 49.7 million annually for 2018-2020, as shown in the table below.

Table 3. Projected off-budget support for financing FGS ESSP 2018-2020

Donor	Value (USD)*	Period
Non-traditional donors*	20,000,000	2018-2020
Qatar	7,000,000	2018-2020
Japan	3,000,000	2018-2020
UNICEF	4,000,000	2018-2020
European Union	25,000,000	2018-2020
DFID	12,000,000	2018-2020
USAID	35,000,000	2018-2020
GPE	18,000,000	2018-2020
Education Cannot Wait	15,000,000	2018-2020
Somalia Humanitarian Fund	10,000,000	2018-2020
Total	\$149,000,000	\$49,700,000/ year

* Non-traditional donors include countries such as Turkey, Saudi Arabia and Kuwait.

There are a wide range of development partners – including a number of Muslim countries and foundations – and a number of active networks and coordinating mechanisms. There is an active local education group known as the Education Sector Committee (ESC), along with the Somalia Education Cluster (SEC) focused on humanitarian response and education in emergencies (EiE), with 70 partners. The MoECHE faces challenges in coordinating and reporting off-budget support from such a diverse group of development partners.

School fees fund the operation of most of Somalia's non-state school system, which consists of private and Qur'anic schools²⁹. Approximately 93% of early childhood schools and primary schools are non-state. Data on family investments in education and average school fees are limited, but poor households spend on average US\$ 25 annually compared with US\$ 47 for non-poor households (Figure 1). The high levels of diaspora remittances (US\$ 1.2-2 billion per year, approximately 23-38% of GDP) support families' consumption of education services³⁰. Very few schools are managed by the MoECHE; most schools are faith-based or private (with many forming part of larger associations).

²⁹ Including Traditional Qur'anic Schools and Integrated Qur'anic Schools

³⁰ 56% of households rely on remittances as their main source of income. However, poor and IDP households receive much lower remittance transfers (World Bank, 2017).

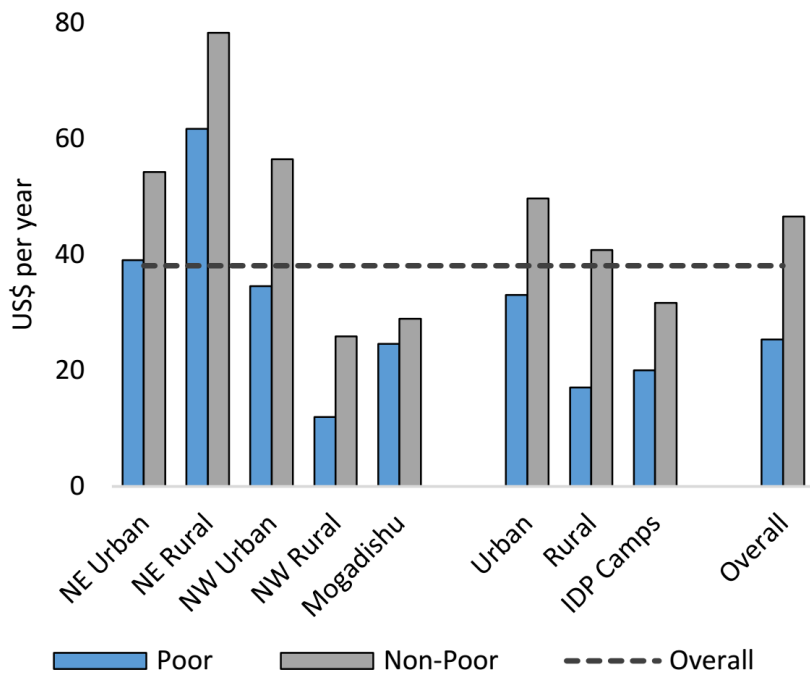


Figure 1 Mean household expenditure in education (World Bank, 2016)

Development partner contributions are set out in the table below.

Table 4. Donor support to education projects in Somalia

Development partner	Mechanisms/projects/programme	Dates	Funds (US\$)	Notes
Danida	Livestock Investment and Vocational Education programme (LIVE) (Danida, 2015)			Vocational training (livestock)
DFID	Overall aid to Somalia, of which 48% is humanitarian and 13% is human development (DfID, 2017)	2018/19	160 million	Includes 440,000 recipients of cash transfers and strong emphasis on women and girls
	Girls' Education Challenge Somali Girls' Education Promotion Programme (SOMGEP) <i>Implemented by CARE Somalia (Care International, 2016)</i>	2013-2017	17.9 million	150 primary schools and 23 secondary schools. Increased access for girls, learning outcomes in Somali, Maths and English. Provided support to teacher training, CECs, girls' clubs quality assurance and gender capacity building at the MoEs. Provided partial scholarships.
	Girls' Education Challenge Somali Girls' Education Promotion Programme (SOMGEP) - Transition <i>Implemented by CARE Somalia (Care International, 2016)</i>	2017-2021	£13.4 million	150 primary schools and 53 secondary schools. Improvement of learning outcomes in Somali, Maths and English; financial literacy and life skills development (through girls' clubs and boys' clubs); alternative post-primary education; boost transition rates into post-primary education; support to CECs, teacher training and quality assurance; provision of partial scholarships
	Girls' Education Challenge Educate Girls, End Poverty - Transition <i>Implemented by Relief International</i>	2017-2020	GBP 3.4M	Improvement of learning outcomes in Somali, Maths and English; boost transition into secondary education and employment; life skills development; support to CECs and teacher training; provision of bursaries
	Girls' Education Challenge Educate Girls, End Poverty <i>Implemented by Relief International</i>	2013-2017	16.3 million	Improvement of enrolment, attendance and learning (numeracy and literacy) of marginalized girls in urban and rural areas, including IDP settlements. Community awareness-raising; teacher training and female mentors; establishment of girls' clubs; bursaries for the most

Development partner	Mechanisms/projects/programme	Dates	Funds (US\$)	Notes
				marginalized girls including school fees, uniforms, and sanitary kits; remedial classes for low performing students; accelerated learning courses for out of school girls; school rehabilitation and provision of teaching and learning materials; training of CECs, and training and joint-working with Ministry of Education.
Educate A Child (Education Above All)	Formal Education for Out of School Children in Somalia <i>Implemented by UNICEF</i>	Data not available	19 million	Construction and rehabilitation of 800 classrooms. Teaching and learning materials at 308 schools. Training for 1,912 teachers. Capacity building for 308 CECs. Supervision and inspection by 25 REOs/DEOs.
	Formal Education for Out of School Children in Somalia <i>Implemented by Mercy Corps (lead) with partners American Refugee Committee and Mercy USA</i>	2018-2020	13.14 million	Supports 109,372 out of school children in Somalia to access primary education. Construct/ rehabilitate 408 classrooms, build capacity of 776 teachers, train 204 Community Education Committee members. Supports supervision and inspection by REOs/DEOs.
	Waxbar Caruurtaada Educate Your Children! <i>Implemented by CARE International</i>	2014-2016		Build 12 new schools. Refurbish 265 classrooms. Water and sanitation construction for 62 schools. Conditional cash transfers for 1,500 girls. Training for teachers and CECs. Teaching and learning materials.
Education Cannot Wait	Match funding against education component of Somalia Humanitarian Response Plan (UNOCHA, 2017).	2017-18	5 million (allocated in 2017)	HRP for 2018 includes safe and protective learning spaces, sanitation, teacher incentives and training, cash grants to Community Education Committees (CECs), access to food and water
EU	National Indicative Programme for FRS 2014-2020 (EU, 2014) Strengthening Education and Training in Somalia (SETS). US\$11.2m Somalia Wide Education Synergies (SWES) project focusing on	2014-2020	72 million (EUR 60 million)	Other support include technical advisers and scholarships. Has a Sector Wide Approach program.

Development partner	Mechanisms/projects/programme	Dates	Funds (US\$)	Notes
	examinations and curriculum across all of Somalia.US\$6.2m. To be contracted by March 2018. EDF 11 funding beginning soon			
GPE	GPE Programme (MoECHE, 2014)	2013-2016	8.2 million	
Japan	Youth for Change (MoECHE, 2017)		2 million	
ILO	Youth Employment Somalia (YES) (MoECHE, 2017)		8.9 million	
IOM	Technical advice (MoECHE, 2017)			Technical advisers in MoECHE
Islamic Development Bank	Higher Education in Somalia (MoECHE, 2017)		4.9 million	
UNESCO	Skills for Life Project Education Management and Information System (EduStat) (EMIS) Education in Emergencies teacher training (MoECHE, 2017)		1 million	TVET
UNFPA	No specific education projects at this time.	-	-	Previously supported Population Estimation Survey. Experience in reproductive health education.
UNHCR	Reintegration & Inclusive Support to refugee returnees and poor host community children through increased access and quality to equitable primary & secondary education in Kismayu, Jubaland (Mercy Corps)	2014-ongoing	Data not available	Enrolment of over 21,402 returnee students in 56 schools in Kismayu, Afmadow and Mogadishu, and supported 15 schools with infrastructure rehabilitation and expansion.

Development partner	Mechanisms/projects/programme	Dates	Funds (US\$)	Notes
UNICEF	<p>Alternative Basic Education (UNICEF, 2017) <i>Donor: USAID</i> <i>Funding: US\$10 million</i></p> <p>Building Resilience through Education <i>Donor: DFID</i> <i>Funding: US\$2 million</i> <i>Region: Gedo</i></p> <p>Youth Empowerment Programme <i>Donor: Japan</i> <i>Funding: Data not available</i></p> <p>Humanitarian response to drought. Previously managed the large-scale Go-2-School project</p>	Various	Various	<p>Pastoralists, nomads and rural poor</p> <p>CEC established. Child-to-Child Clubs. School feeding.</p> <p>Vocation training. Business start-up.</p> <p>Other activities: Technical advisers. Somaliland National Teacher Training Institute construction. Teacher incentives (1,807).</p>
UN Multi-Partner Trust Fund	<p>Denmark, UK, Sweden, EU, Italy, Norway, Switzerland, Germany, USAID</p> <p><i>Relevant projects (UNDP, 2017)</i> Local Governance & Decentralized Service Delivery (Service Delivery Models, monitoring and inspection)</p> <p>Youth Employment in Somalia (vocational training)</p>		191,935 total committed	
UNOCHA	<p>Somalia Humanitarian Fund (SHF) Multi-donor, country-based pooled fund</p> <p>Central Emergency Response Fund (CERF)</p>		13 million (UNOCHA, 2017) (2 nd 2017 Standard Allocation, Dec 2017 for 2018 implementation) of which 4.2 million could be allocated for education including \$400,000 for Galmudug	Temporary learning spaces, absorbing IDP children into existing schools, teaching and learning materials, teacher incentives, school feeding, cash transfers, safe drinking water

Development partner	Mechanisms/projects/programme	Dates	Funds (US\$)	Notes
USAID (USAID, 2017)	<p>Somali Youth Learners Initiative (SYLI)</p> <p><i>Implemented by Mercy Corps (prime), CARE and Save the Children</i></p> <p>2012-2017</p>	2012-2017	37.6 million	<p>Secondary education for 150,000 young people (60 schools). Professional development for MOECHE officials, Community Education Committees (CECs) and teachers. Infrastructure construction. Textbook procurement. Skills training for 382 young people. Teacher incentives and School Improvement Plans.</p>
	<p>Alternative Basic Education for Pastoralists (ABE)</p> <p>2015-2020</p> <p><i>Implemented by UNICEF. Planning to carry out student assessments in May 2018.</i></p> <p>Short-term additional activities to advance implementation of the curriculum framework (contracting by April 2018)</p> <p>Non-formal education (accelerated basic education) including assessment and basic skills for 8-15 year olds and building MoECHE capacity in NFE. 3 regions initially. US\$49m. Contracting by September 2018.</p> <p>Evaluation to test different models/approaches and provide recommendations to education sector.</p> <p>Textbook procurement</p>	2015-2020	10 million	<p>6-14 year-olds (out-of-school) Jubaland Condensed curriculum, flexible timetable, mobile schools + social mobilization Support for a Strategy for Non-Formal Education.</p> <p>Constructed 35 ABE centers in Gedo Region. 75 ABE teachers trained.</p>

Development partner	Mechanisms/projects/programme	Dates	Funds (US\$)	Notes
WFP (WFP, 2017)	School meals and take-home rations. Cash transfers.	Ongoing	565 million	130,000 children receive regular school feeding (ESC Minutes, 2017)
World Bank	Multi-Partner Fund Public Finance Management Reform Project II supporting implementation of the Somalia Financial Management Integrated System and procurement systems. Recurrent Cost & Reform Financing Program Phase 2 (payroll system, teacher salaries, recurrent non-salaries and system strengthening). 2015-2024 Research project on private school system (due 2018) Poverty Survey Wave 2 EMIS capacity assessment (standards and design)	On-going On-going Inception Contracting On-going On-going	189.7 million	Somalia Development and Reconstruction Facility (framework guiding implementation of the Somali Compact) Administered by the World Bank Building and using country systems ("recipient-executed" projects)
Non-traditional donors (MoECHE, 2017)	Turkey, Saudi Arabia, Kuwait, United Arab Emirates, Kenya, Egypt, Ethiopia, China and others	Data not available	Data not available	

3.10 Cycles of education

The 9-3 system (nine years primary plus three secondary) is mainly used by private Arabic medium institutions and the 8-4 system is currently practised in public schools. The National Policy on Education and the National Curriculum prescribe four distinct levels of education: early childhood education (ECE) (two years), lower primary (four years), upper primary (four years) and secondary (four years). The starting age is four to five years for the Qur'anic and kindergarten schools and six years for the lower primary schools. The discrepancy between the public and the private sectors illustrates some of the difficulties in a system in which the Ministry currently has little control over a relatively large private sector.

Section 4 – Program Narrative

4.1 The program development objective

The envisaged program development objective is to improve equitable access to and quality of education outcomes for all Somali primary school children through strengthened system capacity to design evidence-driven ESSP reforms, and collaborate effectively with partners in their implementation.

4.2 Program principles and components

The ESPIG will maximize the potential of development investments in education in Somalia through the combination of four key principles:

- a. Use of evidence-based approaches to address key gaps in access, learning and retention, and inform tailored efforts to reach marginalized groups;
- b. Creation of conditions to implement solutions that address the intersection of multiple barriers to access, retention and learning;
- c. Generation of synergies with privately managed schools/ networks, development actors and the private sector to ensure complementarity of efforts and leverage existing capacity/ investment;
- d. Capacity building of federal, state, regional and district-level actors for a cohesive, efficient and dynamic approach to the design and implementation of solutions.

These principles underlie the processes of change that will lead to the achievement of the ESPIG component objectives and the expected impact of the program. The principles will maximize the potential for activities to trigger output-level changes in practices, which will in turn contribute to system-level effects (intermediate outcomes). The five program components follow:

- (1) Equitable access to quality education will increase through changes in three intermediate outcomes: Increased access to education for out of school children; strengthened capacity of community education committees; community actions towards improved school safety.
- (2) Enhanced quality of education, leading to grade-appropriate improved learning outcomes, will be achieved through the following intermediate outcomes: effective monitoring of teacher education and management policy, strengthened and harmonized efforts in teacher pre-service training; improved access to teaching and learning materials; and a strengthened assessment framework.
- (3) Enhanced system capacity to regulate and manage the education sector will emerge from the combination of the following intermediate outcomes: (i) strengthening regulatory and monitoring system for private, community and government schools and (ii) improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking.
- (4) Build a strong framework for program monitoring, accountability and communication, generating evidence to track progress, inform adaptive management and support planning and management processes.
- (5) Effective and efficient program management, embedded within government systems at local level and leveraging the GA's capacity and experience in country and globally.

It is expected that the program will contribute to creating the next foundational steps for the education system, complementing existing capacity and efforts, and bringing together multiple actors into a cohesive and effective program driven by evidence. It is expected that this shift will not only increase equitable access to quality services, but also create positive conditions for marginalized children to acquire the expected skills and transition into upper grades. The synchronization of the five program components will result in the expected long-term impact of improved education outcomes.

4.3 Program beneficiaries

Direct program beneficiaries will include: (i) about 32,000 out-of-school poor or marginalized primary children who will benefit from school inclusion grants; (ii) about 800 Community Education Committees who will benefit from training to improve inclusion, security and learning at their schools; (iii) 6,570 teachers³¹ who will benefit from teaching guides associated to the new curriculum; (iv) 240 primary pre-service student teachers who will benefit from new teacher training institutes; (v) 297,168 Grade 1-8 students who will receive textbooks linked to the new curriculum; (vi) 150 education officers will benefit from professional development to improve skills in planning, coordination and monitoring.

4.4 Program scope

The program will implement activities in all the four Member States plus Banaadir (11 regions in total) dependent on security assessments. Selection of schools for high intensity support (school inclusion grants, monitoring visits and CEC capacity building) will be targeted in discussion with development partners, including non-government organizations and private school umbrellas, and subject to an assessment of the schools' capacity to absorb additional students and agreement with the community.

4.5 Challenges and opportunities

Challenges in the implementation of the program include:

- early marriage;
- low survival rate to Grade 5 (G5);
- low numeracy levels;
- inadequate teacher training;
- gender norms that impact negatively on girls' opportunities;
- limited participation of girls in class;
- child labor and household chores for girls;
- poor access for children with disabilities; and
- a high proportion of fee-charging schools.

Opportunities in the implementation of the program include:

- gender norms shifting positively in favour of girls;
- increased access to and improved security in newly liberated areas;
- increased access because of the expansion of privately managed schools;
- the potential increase in the number of female graduates entering the teaching profession; and
- increased mobile telephone coverage and access.

The following diagram illustrates the challenges and opportunities that will be present in the program context.

³¹ The number of teachers is estimated based on the coverage of public and community-owned schools only.

OPPORTUNITIES

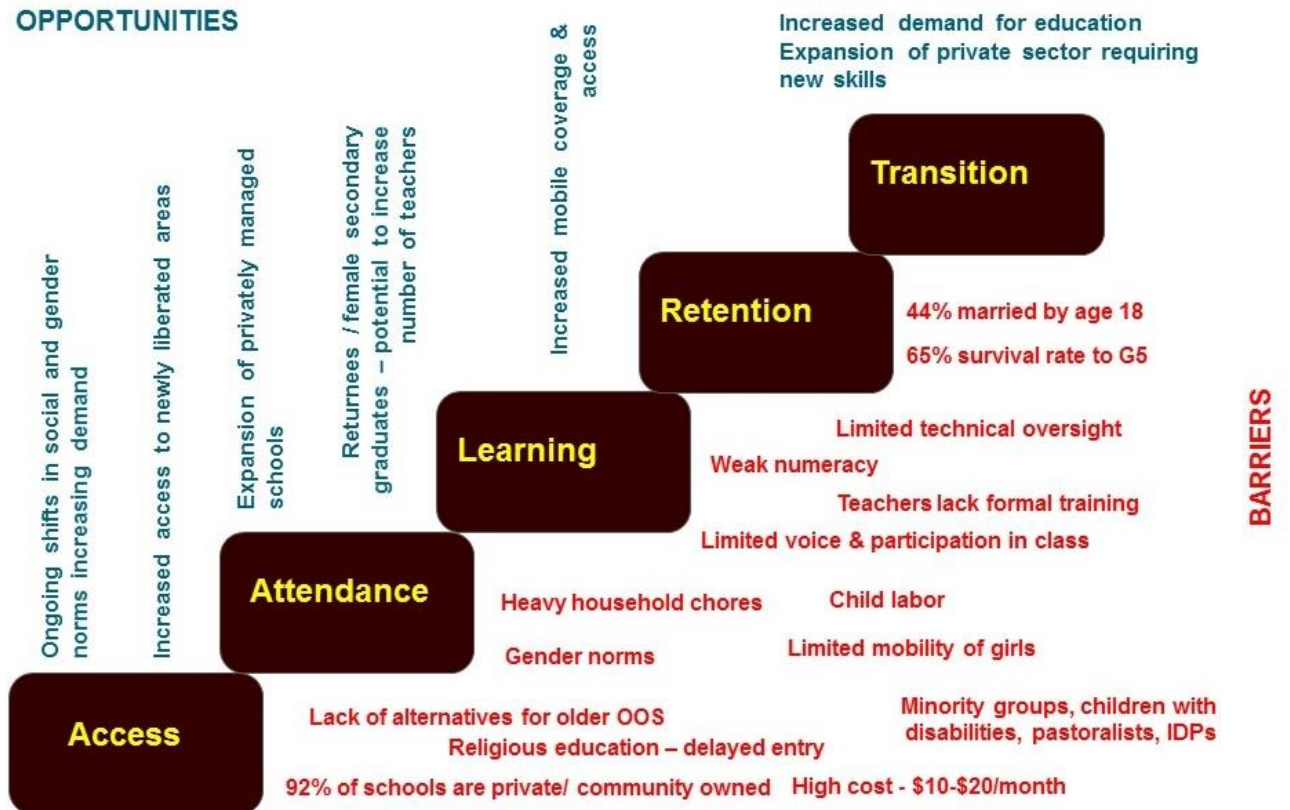


Figure 2 Barriers and opportunities to access, attendance, learning, retention and transition in Somalia

4.6 Strategic program threads

In this subsection the strategic threads that will underpin the design and implementation of the program are presented.

4.6.1 Strategic thread 1: Building upon Islamic and traditional Somali values

The program builds upon traditional Islamic values and Somali culture to strengthen the education system and expand its coverage in a sustainable, locally owned manner. The search for knowledge is a fundamental part of Islamic teachings: as stated by a religious leader from Galmudug, “*Islam promotes that everyone has the right to learn. Education is the element that differentiates what is good from what is bad.*”³² In previous interventions in Somalia, it was observed that the support of religious leaders was key to increase enrolment, particularly of girls, and support to non-religious education³³. The engagement of religious leaders is interwoven in the present design, particularly in interventions under Component 1 (increased access). It is also fundamental to build a more tolerant society through disseminating the values and knowledge of moderate Islam, particularly in areas until recently dominated by Al-Shabab.

Traditional Somali values allowed communities to mobilize themselves to maintain some level of access to education even when facing displacement, famine and war. Strong community ties, consultative processes, shared decision-making and a commitment to charity are traditional Somali and Islamic values, which express themselves in the actions of community education committees and diaspora members when supporting community schools. As the strong foundation of community schools is leveraged to become part of the public education system, it is important to build upon the shared values that create local ownership of services.

A relevant selection of Islamic and traditional Somali values (ITSV) includes:

Building strong and supportive community relationships	<i>Dhisidda xiriiro adag iyo iskaashi bulsho</i>
Resolving conflict and ensuring safety and protection for the vulnerable	<i>Xallinta khilaafaadka iyo xaqijinta ilaalinta nabadgelyada dadka dan yarta ah</i>
Charity, sharing and hospitality	<i>Gacan furnaan, wax qeybsi iyo martigelin</i>

These and other ITSV will inform the program design as set out in the following table.

Table 5. Islamic and traditional Somali values linked to program subcomponents

Subcomponent & Output	Subcomponent intent	Relevant ITSV
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³² Zerihun Associates (2016) Mid-term Evaluation of Somali Girls Education Promotion Programme (SOMGEP) in Somaliland, Puntland, and Central Somalia

³³ JBS International (2017) Final Evaluation of the Somali Girls' Education Promotion Project.

1.2 Community education committee strengthening	Engaging communities to address barriers to access and improve the quality of community-owned schools	<i>Wadatashi: Shura:</i> Consultative process – shared decision making. <i>Daryeel</i> – Serving the needs of others. Charity, caring and sharing.
2.1 Effective monitoring of Teacher Education and Management Policy	Seeking input and consulting with all stakeholders helps improve implementation.	<i>Wadatashi: Shura:</i> Consultative process – shared decision making.
2.2 Teacher training institute	Enhancing quality of teachers improves student performance.	<i>Macallinka waa furaha horumarka:</i> Teachers are keys to human progress.
2.2 Teacher training institute with a special needs resource center operational	Serving the educational needs all segments of society and including them in the education process.	<i>Daryeel</i> – Serving the needs of others. Charity, caring and sharing.
2.3 Provision of textbooks	Enhanced literacy and numeracy skills impact positively on the quality of life.	<i>IQRA:</i> Read, seek knowledge from the cradle to the grave.
2.4 Strengthened student learning assessment	Enhanced teaching and learning leads to improved student performance.	<i>Macallinka waa furaha horumarka:</i> Teachers are keys to human progress. <i>IQRA:</i> Read; Seek Knowledge from the cradle to the grave.
3.1 Strengthened regulatory environment for private, community and government schools	Collaboration between different sectors in education helps improve the quality of education.	<i>Wadatashi: Shura:</i> Consultative process – shared decision making.
3.2 Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking	Enhanced capacity of education officials improves provision of quality education and timely delivery of needed services.	<i>Aqoon la'aan waa iftiin la'aan:</i> Lacking knowledge is like lacking light in the dark.

4.6.2 Strategic thread 2: Supporting effective decentralization

The decentralization process currently under way (see section 3.5 above) must contribute to the achievement of the component outcomes. Effective decentralization will require strong collaboration

between the MoECHE and the Member State MoEs, and has the potential to make a substantial contribution to the achievement of the program component objectives. A negotiated ‘package’ will involve the contributions set out in the table below.

Table 6. Partnership contributions (MoECHE and the Member State MoEs)

Contributions of the MoECHE	Contributions of the Member State MoEs
Developing policies and monitoring implementation	Implementing policies and contributing to the monitoring of implementation
Constructing a TTI and leveraging funds to construct state-level satellite TTIs	Mobilizing good students to enroll
Providing school grants	Ensuring accountability in the utilization of school grants
Disseminating the new national curriculum	Implementing the new national curriculum
Providing learning materials attuned to the new curriculum	Monitoring the use of the learning materials to contribute to their refinement
Providing a quality assurance framework for primary schooling	Implementing quality assurance procedures
Developing policy for and training community education committees (CECs)	Monitoring the activities of the CECs in each school and supporting their continuous development

The decentralization process also requires the establishment of functional connections between Member States, regional and district offices in policy implementation and monitoring activities. The effectiveness of the decentralization process will ultimately depend on the presence of strong, supportive relationships between district offices and schools. Considering the predominance of community-owned schools, a key contribution to the process is the engagement of CECs in addressing barriers to access and quality, thus creating the conditions for policy implementation.

4.6.3 Strategic thread 3: Building a strong partnership with the private school sector

The private school sector is a powerful resource in primary education in Somalia (see section 3.7 above). Strong collaboration between the MoECHE and the private sector has the potential to make a substantial contribution to the achievement of the program component outcomes. A negotiated ‘package’ will involve the contributions set out in the table below.

Table 7. Partnership contributions (MoECHE and the private sector)

Contributions of the MoECHE	Contributions of the private school sector
Setting up two teacher training institutes (TTI)	Recruiting TTI graduates and supporting their continuous professional development

Providing school grants	Ensuring accountability in the utilization of school grants
Disseminating the new national curriculum	Implementing the new national curriculum
Providing quality assurance of primary schooling	Cooperating fully with quality assurance procedures and requirements
Offering government-owned facilities to private schools	Paying a fair rent for the utilization of government-owned facilities
Providing learning materials attuned to the new curriculum	Using the learning materials and using the experience to contribute to their refinement
Developing policy for and training community education committees (CECs)	Establishing CECs in each school and supporting their continuous development
Developing a pro-poor policy for private schools to facilitate access and retention for marginalized children	Implementing the pro-poor policy

4.6.4 Strategic thread 4: Maintaining and reinforcing strong partnerships with development partners

The development partners are another powerful resource in primary education. Strong collaboration between the Federal and Member State education structures and development partners is crucial for the financing of primary education, for the development of policies and strong regulatory mechanisms and for the achievement of the program component outcomes on the ground.

Table 8. Partnership contributions (MoECHE and development partners)

Contributions of the MoECHE	Contributions of development partners
Development of the ESSP 2018-2020	Designing and implementing interventions that contribute to the successful implementation of the ESSP
Development of policies that support the successful implementation of the ESSP	Implementing the policies and reporting on progress
Mapping needs and provision of relevant interventions	Respecting the geographical and substantive needs identified by the MoECHE and designing interventions based on these needs, avoiding duplication and implementing MoECHE policies and strategies
Development of harmonized guidelines for community engagement and teacher training	Provision of input on best practices and lessons learned

	Incorporation of harmonized guidelines in education programming
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4.6.5 Strategic thread 5: Laying the foundations for long-term development and transformation

The program must enhance the impressive potential that exists for long-term development and transformation, based on the ESSP 2018-2020. The MoECHE and development partners agree that all government and non-government interventions, including those of the GPE program, must contribute in a complementary manner to the successful implementation of the ESSP. However, there is currently a very diverse range of projects in Somalia aimed at, for example, improved CEC capacity and teacher training. Therefore, especially where the program does not have sufficient funds to fill gaps in implementation, a strategic thread in the GPE program design is to provide a uniform basis for sustainable development, for example by assisting the MoECHE in the development of training strategies and materials that all interventions (government and non-government) can implement. The program will also assist the MoECHE in monitoring and evaluating the implementation of such strategies and materials.

4.6.6 Strategic thread 6: Adaptive programming

Strategic plans such as the ESSP and this program document are not cast in stone. Lessons about effective implementation should be learned through the implementation of monitoring and evaluation strategies that explain why certain interventions are successful and others less so. Based on these lessons, components and subcomponents of the program will be adapted to enhance the success of the interventions. This will be particularly critical considering the different levels of development of the education system, exposure to factors such as conflict, violence, drought and migration, and clan dynamics.

4.7 The program components

4.7.1 Overview of the program components

The five program components relate to:

- Increased equitable access to primary education
- Enhanced quality of education to ensure grade-appropriate learning outcomes
- Enhanced system capacity at Federal and Member State levels to regulate and manage the education sector
- Program monitoring, accountability and communication
- Program management

The scope of work to be funded through the ESPIG is aligned with the priorities of the ESSP 2018-2020 and with the GPE strategic objectives. The program will focus on the primary education subsector, which is a priority subsector for the MOECHE and for the success of education in Somalia, as outlined in the ESSP and the GPE strategic plan (2016-2022).

The program will seek to expand equitable access to quality primary education opportunities, which will include both access to fee-charging services and, to a more limited extent, to free education in government schools. This component will address the needs of large numbers of out-of-school children in Somalia, with a focus on children from marginalized groups such as IDPs, urban poor, minority clans and children with disabilities, with a particular emphasis on girls; pastoralists/ nomads will be targeted to a lesser extent, due to the presence of a complementing USAID initiative. This is in line with GPE's focus on reaching out-of-school children and the most marginalized and vulnerable children, including girls and children with disabilities as well as children affected by conflicts and natural disasters. The program will use existing and emerging evidence to inform the design and management of school inclusion grants to enable schools to enroll out-of-school children. Building on successful work with CECs, the program will expand existing mobilization, training and support packages to communities of schools receiving school inclusion grants. Dialogues between authorities, CECs, elders and religious leaders, at district and local level, will result in actions towards safer schools, boosting enrolment and attendance.

The second component of the program is focused on improving learning outcomes by investing in teaching and learning materials for the new curriculum and assessment and laying the foundation for a stronger teacher training system, ensuring the acquisition of foundational skills at the expected level for each grade. This is in-line not only with ESSP objectives in the primary subsector but also with the first GPE strategic objective. The program will purchase and distribute textbooks to all public and community-owned primary schools as part of the roll-out of the new national curriculum. The program will support the development of minimum learning standards for the national curriculum and pilot a minimum learning assessment (MLA) for the lower primary level. The grant will support MoECHE's efforts to harmonize existing teacher training initiatives in partnership with Member State MoEs, private school networks and development partners. To provide a reliable supply of new primary teachers, the program will establish a two-year national pre-service diploma in primary teaching, including constructing two government-run teacher training institutes capable of graduating 240 new primary teachers every two years.

The program will support efforts to harmonize existing teacher training initiatives and work with development partners to strengthen standards for teacher professional development. Interventions will leverage linkages with the private sector and development partners to expand access to teaching and learning materials to schools, including rural and conflict-affected areas. In order to strengthen accountability and build ownership of learning outcome targets across all levels, the ESPIG will support the development of MLA objectives in line with the new curriculum framework, along with the dissemination of practical guidance to teachers and school administrators on their implementation.

The third component of the ESPIG is to strengthen system capacity at the MoECHE and Member State MoEs to regulate, manage and monitor schools, with a focus on: establishing minimum quality standards for service provision; the use of evidence-based approaches; designing simple, user-friendly strategies to increase the adoption of guidelines; building staff capacity to use improved approaches; building synergies with development partners; and support district offices to carry out regular monitoring activities. Efforts under this component will complement existing investments while also addressing strategic gaps. Enhancing government capacity and developing policies to promote and support participatory governance is a key focus area, leveraging the already existing community-led processes to improve system efficiency. In order to ensure the roll-out of school-based interventions, and disseminate and implement new policies, the program will support training for education officials and fund annual school monitoring and support visits, particularly in the most disadvantaged areas. To enable monitoring visits, improve access for poor children and distribute new curriculum resources to non-state schools, the MoECHE, in collaboration with private school representatives and states, will

develop and implement a policy for private schools. Education officials will receive targeted professional development in planning, using data, monitoring and financial management, building on existing investments by FGS and development partners. The ESPIG will fund the annual Joint Reviews of the Education Sector (JRES) and a regular forum for knowledge sharing between the GPE-funded programs in FGS, including Somaliland and Puntland.

The fourth component of the ESPIG is effective program monitoring, accountability and communication. Specific activities under this component include baseline, midline and endline evaluations and program monitoring. The component will also involve communication of the work of the program to the people of Somalia.

The fifth component of the program is effective program management. CARE has a liaison office in Nairobi that is responsible for donor coordination, support to field offices in Somalia, government relationships and the program management unit (PMU). The PMU will sit in the MoECHE Mogadishu office and the CARE Mogadishu office. The Unit will support the MoECHE in the day-to-day management of the program and will be responsible for fiduciary oversight as well as all reporting functions. The PMU will provide timely, comprehensive and high quality reports to GPE. Under the PMU are the sub-offices in the four Member States, housing staff to support program delivery at the level of the Member States. CARE USA will leverage its global expertise to provide technical and M&E support to program implementation and will have financial oversight of its procedures, working in close coordination with CARE Somalia.

4.7.2 Prioritized interventions related to needs

As articulated in the ESA 2012-2016, a substantial effort is required to support the enrollment of poor and marginalized children, especially girls. It is essential that schools receive learning materials based on the national curriculum to begin to move Somalia to a more cohesive education system. Newly developed policies need to be disseminated to Member States, private and community-owned schools. These efforts will need to be synchronized with the implementation of harmonized teacher education and support government-run pre-service training, a sustainable approach to school monitoring and support and a manageable system to assess student competency in foundational skills.

Based on consultations with the MoECHE and in coordination with other actors, the ESPIG has elected to focus on the strategic areas of the ESSP set out in the table below.

The ESSP addresses these immediate needs and all existing and planned investments by donors will contribute to the implementation of the ESSP. Based on consultations with the MoECHE and in coordination with other actors, the program has elected to focus on the strategic areas of the ESSP set out in the table below.

Table 9. ESPIG alignment with the ESSP

National Development Plan 2017-2019 targets	ESSP 2018-2020 Strategy	ESSP 2018-2020 Activity	Components and Activities

<p>7.4.8 i) Increase GER of primary schools from 30% to 45% by end of 2019 (5% per year)</p> <p>7.4.8 iii) Reduce dropout rates at primary education level by 50% by end of 2019</p>	<p>1.2.1: Target support for groups most excluded from education and at greatest risk</p> <p>1.3.1 Strengthen protection and safety mechanisms in/around education facilities</p> <p>3.1.3: Develop pro-poor schemes to enroll children from disadvantaged groups</p> <p>7.3.2: Conduct social awareness raising activities to promote girls' enrolment and empowerment</p>	<p>Provide scholarships to children from disadvantaged households</p> <p>Establish local, school specific plans to increase the enrolment of children from disadvantaged families</p>	<p>Component 1: School inclusion grants; CEC training,</p>
<p>7.4.8 iv) Increase the number of teachers that demonstrate appropriate classroom competencies, including skills in assessment for learning to 30% by end of 2019</p>	<p>3.2.1: Improve teaching quality through in-service training and recruitment of qualified teaching force</p>	<p>Review and revise teacher training materials to support in-service training and ensure alignment with education policy and curriculum framework</p> <p>Conduct pre and in-service training for primary school teachers</p> <p>Construct 5 teacher training institutes</p>	<p>Component 2: Support to the implementation of a harmonized continuous professional development framework for teachers; construction of two new teacher training institutes</p>
<p>7.4.8 v) Increase the proportion of the primary and secondary schools adopting revised primary and secondary curriculum to 80% by end of 2019</p>	<p>3.2.2: Provision of learning materials and strengthening early grade learning</p>	<p>Produce and supply text books based on curriculum framework to every learner in all subjects over phases to achieve full coverage for learners</p> <p>Establish MLA (minimum learning achievements) across grades and EGRA activities for lower primary pupils</p>	<p>Component 2: Purchase and distribution of 148,584 sets of textbooks for seven subjects (1,040,088 textbooks in total) and associated teacher guides (89,600 teacher guides) for students in Grades 1-8 in community and public schools, and establishment of a nationally representative minimum learning assessment for Somali and math in early grades</p>
<p>7.4.8 vi) Increase the proportion of the primary schools who</p>	<p>1.3.1: Strengthen protection and safety</p>	<p>Train education personnel and CEC/community members on Safe</p>	<p>Component 1: Policy on CEC roles and responsibilities; training and support for</p>

have active community education committees (CECs) to 70% by end of 2019	mechanisms in/around educational facilities 3.2.2: Increase community participation in school-based management	School Declaration and implementation modalities Develop harmonized CEC training package with education stakeholders and ESC members Establish CEC (Community Education Committees) where they do not exist	CECs; improved community awareness and action for school safety
7.4.8 ix) Increase the number of primary and secondary schools receiving at least one full supervision once every year to 50% by end of 2019	7.5.1: Develop protocols and practices for implementing system-wide school supervision 7.5.2: Strengthen system-wide approach for enhancing capacities of supervisors to conduct school level supervision and monitoring	Update and disseminate school supervision tools Develop district/regional level logistical plans for routine school supervision Develop training materials for school supervisors Train supervisors to perform school supervision and teacher mentoring activities (Federal and State levels)	Component 3: School monitoring and support visits
7.4.8 x) By end of 2019, policy and legal framework developed, enacted and disseminated to support the regulation of the education and training sector	3.1.1: Strengthen regulatory mechanisms to generate domestic financing for education 7.1.1: Implement dissemination and training strategy on finalized government policies/regulations	Develop policy framework for private school licensing and fees (including rental fee system for those operating in government-owned building) Develop strategic implementation plan to disseminate finalized policies and documents across all subsectors (including regulations on private schools)	Component 3: Private Schools Policy, training and dissemination of policies including national curriculum
7.4.8 xi) By end of 2019, Ministry publishes annual progress report with the performance of key education sector indicators	7.1.4: Strengthen skills and tools for Ministry personnel to carry out professional duties	Implement skills training program for MOECHE personnel (Federal and Member State levels)	Component 3: Capacity building for education officers and Joint Reviews of the Education Sector

4.8 Targeting

The program aims to target all accessible primary schools (government and community-based schools) for school inclusion grants, textbooks, policy distribution and annual school monitoring visits.

Accessibility will be reviewed regularly based on a comprehensive security assessment and in coordination with other implementing agencies. Education officers in all accessible regions will receive professional development. It may be possible to work through local NGOs or religious sheiks to provide support to schools and communities in areas under the control of Al-Shabab where the Grant Agent cannot safely operate.

School inclusion grants may be adjusted if communities have a higher proportion of out-of-school children and the school is able to absorb additional students. In some instances, it may be desirable to target all the schools in a particular district or region. The targeting formula will be agreed with FGS and states. Possible indicators for targeting include:

- Net enrolment rate
- Pupil – teacher ratio
- Population - school ratio
- World Bank Poverty Survey data
- United Nations humanitarian data

Allocations of materials will be adjusted based on enrolment data from school census and monitoring visits. Care will be taken to avoid duplication (please refer to Section 6 for specific details on complementarity of efforts).

4.9 Program Component 1: Increased equitable access to quality primary education for out-of-school children

The outcome of this component is increased equitable access to quality primary education for children in 800 primary schools. The component consists of three subcomponents: (1) school inclusion grants to create sustainable conditions for the enrolment of out-of-school children; (2) mapping and harmonization of CEC training, followed by training to CECs to support children's enrolment, safety and learning; (3) mobilization of communities and authorities to improve safety and security in schools. This component leverages the strong community investment in education and the previous/ongoing investment of partners in community mobilization to increase enrolment and address barriers to access, particularly for marginalized children. Previous experience in Somalia indicates that the combination of community mobilization and grants is highly effective in improving enrolment and retention of out-of-school children.

4.9.1 Subcomponent 1.1: School inclusion grants (US\$3,580,700)

In summary, Subcomponent 1.1 will finance school inclusion grants (SIGs) for all accessible primary schools (integrated Qur'anic, community, NGO and government) that have sufficient capacity to absorb out-of-school students. The program aims to increase primary GER by 2 percentage points in year 2 and by 2 percentage points in year 3; this 4 percentage point total increase will be a substantial contribution to the ESSP target of an increase in GER of 12.9 percentage points by 2020/21. The investment in schools, in synchrony with the enhanced capacity of communities for school governance and improved conditions (such as textbooks and monitoring), will allow for a phased expansion in enrolment. This component will prioritize targeting public and community schools, but will include private schools in cases where there is no other option for out-of-school children.

Situation analysis and evidence

Access to education is hindered by a combination of multiple barriers: poverty; limited capacity of community-owned schools to invest in resources and infrastructure to increase enrolment; traditional gender and social norms; and safety and security. Community-owned schools provide 53% of the education services, particularly in rural and newly liberated areas. It is expected that new enrolment will occur mostly in these schools, which depend on financial support from community members and contributions from the diaspora. The ability to receive new students and to retain them largely depends on the availability of additional resources for community schools. Previous experience in Somalia indicates that once mobilized, communities are able to raise additional funds to expand and sustain improvements resulting from external investment³⁴, thus further expanding enrolment. While community schools charge fees, these are low; and in line with principles of Islamic charity and Somali culture: community schools typically provide free seats to students in need.

Access to education is lower for poor families at all education levels³⁵. Most primary schools in FGS charge fees or ask for contributions (US\$10-15 per month). More than 50% of primary children are out-of-school; girls and the poor are disproportionately affected³⁶. Poor families include internally displaced people (IDPs), rural communities affected by drought and nomadic people. CARE research in Banaadir in 2014 found that over 90% of the households with out-of-school children lived on less than five dollars a day (with an average of seven children per household); 44% of these households lived on less than US\$2/day³⁷. Wealthier urban families receive more remittances; IDPs and poor families receive far less³⁸. While private for-profit schools have expanded considerably in Somalia, community schools charge lower fees and are more affordable to marginalized families. The ESSP has a target of 10,000 disadvantaged children receiving bursaries to attend school but the FGS is currently unable to subsidize private or community primary schools to reduce the burden of school fees on poor families. However, a number of recent development and humanitarian interventions have successfully implemented cash transfers, cash-for-work at schools, bursaries or scholarships³⁹.

While bursaries and scholarships have an impact on increasing enrolment, their effect is limited to the recipients; previous and current experiences in Somalia indicate that the combination of school grants and engagement with CECs to support expanded offer in community schools has a broader and sustained impact on enrolment and retention and strengthens community ownership of education. There is existing evidence of the impact of school inclusion grants. Under the Education Is Light Program in Puntland, CECs received training associated with a similar design of school grants to be used in priorities defined in their school improvement plans; CECs successfully used the funds to improve conditions for enrolment and learning⁴⁰. Under the Educate A Child (EAC)-funded Educate Your Children project (2013-16), implemented in Mogadishu and Kismayu, CARE

³⁴ JBS International (2017) Final Evaluation of the Somali Girls' Education Promotion Project.

³⁵ UNFPA. (2014). Educational Characteristics of the Somali People.

³⁶ MoECHE (2017). Education Sector Analysis.

³⁷ CARE International. (2014). Waxbar Caruurtaada Project - Out of School Children Assessment Report.

³⁸ World Bank. (2017). Somali Poverty Profile 2016.

³⁹ Somalia Education Cluster. (2017). Cash and Education in Somalia.

⁴⁰ Syong'oh, G. A. & Hough, J. R. (2015) Mid-term Review of the Education Sector Development Programme II – Somalia.

worked in partnership with district officials and CECs to assess enrolment capacity at targeted schools, create conditions for additional seats and build social accountability at each location to support regular attendance and retention, resulting in over 33,000 newly enrolled children, with a 93% retention rate.

Interventions

The proposed intervention is a school inclusion grant (SIG), which will be transferred primarily to community-owned schools and public schools. School inclusion grants will be used for direct improvements in schools that will contribute to expand the number of seats offered to poor students, with an emphasis on improving access for girls and the children of IDP and nomadic families. The program will set a beneficiary enrolment target of 70% out-of-school girls.

The first year of implementation will develop national school inclusion grant guidelines (under Subcomponent 1.2)⁴¹, consult and coordinate with stakeholders (states, development partners, private school networks and NGOs) and engage with 800 schools and their CECs. The guidelines will include agreed targeting formulae for the selection of schools, criteria for selection, enrolment and retention of out-of-school children, the role of the CECs and clear instructions on eligible expenditures and record keeping.

In terms of equity, the MoECHE will strengthen school governance to ensure CECs are representatives of the different school communities as well as ensuring 30% of the committee members are female. Experience has shown that representative CECs open up opportunities for the enrollment of out-of-school children (OOSC) from all communities especially the marginalized groups and girls. In a conflict environment where schools are under the management of communities, access to schools for children from rival community or minority/marginalized groups is limited. It is therefore important to address issues of equity at community level. This will be further strengthened through school safety initiatives under Subcomponent 1.3, in which schools will be made safe for all learners regardless of their ethnic group and gender.

The SIG can be used for different activities based on the needs and priorities of a school. From experience, CECs have used the grants for activities such as solar power installation in the classrooms, reparation of furniture and classrooms, rain water harvesting etc. Since the grants have been relatively small (grants paid by different donor projects (EU, USAID) range between USD 1,500–2,500 across the country), CECs have in most cases mobilized extra support to complete the projects they have identified.

The year one activities will be conducted in full consultation with private school networks (which include community-owned schools) and aim to ensure complementarity with existing development partner cash transfer projects. It is expected that the school inclusion grant guidelines will be endorsed by states and all development partners. A reader-friendly handbook based on the guidelines will be provided to recipient schools and CEC representatives to ensure clarity on the allowable uses of the grant and its purpose. Recipient schools and their CECs will sign an agreement with the program prior to disbursement and develop a simple plan for the use of school grants to increase enrolment for girls and disadvantaged groups. Whenever possible, the plan will be linked to the priorities identified in the CEC school improvement plan, focusing on activities likely promote increased enrolment. This plan will identify the poor, out-of-school children to be enrolled and will specifically indicate strategies to improve access for girls.

Grants will be provided in years 2 and 3 of the program via a mobile money agent and may be adjusted depending on factors such as demand, school size, school capacity to admit disadvantaged out-of-school children and community engagement; these criteria will be set out in the school inclusion grant guidelines. Based on previous interventions, the program estimates an

⁴¹ The school grants guidelines will include the purpose of the grant, the eligibility criteria, the schedule of disbursement, agreement template, inclusion plan template, penalties for non-compliance, eligible expenditure list and procedures for verification of grant utilization.

investment of approximately \$109 per year per out-of-school student⁴², leading to an average additional enrolment of 20 children per year per school or an average \$2,175 per school. The program estimates 32,000 out-of-school students will be enrolled which corresponds to an additional 10.8% of the estimated 297,000 primary children enrolled in community and government schools by the UNICEF Rapid Survey 2016⁴³.

Schools (in consultation with their CECs) may use funds for any relevant expenditure linked to enrolment and retention targets, including additional teaching staff, teaching and learning materials, water and sanitation and infrastructure maintenance and construction. All schools receiving the grants will be required to implement the national curriculum, within an adequate transition period to be determined by the MoECHE and State Ministries. To verify the use of the grant and to support adherence to requirements, all schools receiving grants will receive at least one annual monitoring visit (Subcomponent 3.1) from district education officers (DEOs), program staff or NGOs contracted by the program. Schools will be expected to keep records of enrollment, deposits and expenditures. Non-compliance may lead to cancellation of future grants and distribution of teaching and learning materials.

As stated above, school inclusion grants will be primarily transferred to community and public schools. Private schools will only be considered for school inclusion grants where no other options are available, and only when schools meet specific criteria established by the program. In cases where private for-profit schools are the only available option for enrolment, inclusion grants will be transferred to these. Both school inclusion grants and teaching and learning materials form part of the government's contribution in the planned Private School Policy (Subcomponent 3.1), building trust and cooperation between the FGS and the private/ community school organizations. It is expected that the use of grants for the payment of school fees in low-cost for-profit schools will require an initial negotiation with private providers. This process will include a review of other inputs received by the school (for instance, teacher salaries) and a negotiation on the possibility of discounted fees or additional free seats for other marginalized students as a counterpart to the support received.

Complementarity with other ESPIG components and subcomponents and development partner interventions

This subcomponent will be synchronized with Subcomponent 1.2 to enhance CEC support for the enrolment of marginalized children and ensure their accountability towards the objectives of the use of school inclusion grants. This subcomponent is strongly linked to school monitoring (Subcomponent 3.1) and is one part of the package of support to schools, which also includes the provision of textbooks associated with the new national curriculum (Subcomponent 2.3).

School inclusion grants have strong complementarity with the humanitarian response coordinated by the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) and the Somali Education Cluster (SEC). The grants will complement the cash transfers provided to parents by multiple actors, through DFID and WFP funding among others. The intervention builds from the experiences of school grants provided to CECs, as well as bursaries and scholarships managed by a number of international NGOs, including CARE, Concern, Relief International and Mercy Corps, and the program will actively draw on the knowledge and skills of the SEC members. If a school or community is already receiving cash transfers, the program will coordinate with the implementer and community to avoid duplication and achieve greater scale.

It is acknowledged that children from nomadic/ pastoralist families have the lowest access to education, and once enrolled, face high rates of absenteeism and dropout. While school inclusion grants will increase the capacity of community schools to receive additional enrolment from pastoralist children while residing in the area, this sub-component is not tailored to address their

⁴² Equivalent to 10 months of low-cost private school fee.

⁴³ There is a significant variation between the Rapid Survey primary enrollment and the last national school census (2015/16); the UNICEF survey was more comprehensive. The program will confirm enrolment data from the 2016/17 school census and the program baseline activities.

specific needs. It will complement instead a planned investment from USAID, which is expected to focus primarily on alternative education programs targeting pastoralists, among other groups.

Rationale

The rationale for this intervention is that increased enrollment will pose a challenge to poor schools, particularly community-owned facilities in rural areas, requiring additional resources to ensure access and retention. In the case of low-cost private schools, school fees are the main barrier to poor children enrolling in or completing primary school and providing bursaries in the form of direct school inclusion grants to schools will increase enrollment from poor families. The program is based on the belief that transferring to the school rather than to individual families is more efficient and builds more engagement in school management through community involvement in decision making, such as selecting children who need support. Based on previous experience, it is likely that once activities to promote enrollment are started through the provision of the school grant, communities will raise additional funds to complement the grant and expand school income. This intervention builds on the ITSV of charity and provides a lever to include parents, women and religious leaders in education.

4.9.2 Subcomponent 1.2: Community education committee strengthening (US\$609,500)

In summary, Subcomponent 1.2 will (1) working with local partners, private schools and NGOs, support the MoECHE to develop and disseminate a harmonized CEC policy and training module in line with ESSP priorities, and based on lessons learned and mapping of previous training; (2) strengthen, establish and support representative CECs in 300 primary schools to enhance support for the enrolment of marginalized children; and (3) conduct meetings with 800 CECs to plan for the utilization of the school inclusion grants (Subcomponent 1.1). This activity will complement existing CEC trainings implemented by other partners and will build local support and accountability for school inclusion grants.

Situation analysis and evidence

One of the strengths of the primary school sector has been the establishment of community-led schools. A number of education sector interventions have supported and trained the emergent CECs, with a focus on governance, inclusion, school safety and teaching and learning. CECs have also been an effective avenue to encourage access to school for girls and to give a voice to women in the community. The MoECHE wants to increase community and parent participation in education and has prioritized a standard package of training and guidelines and the establishment of 300 more CECs. Whilst private schools usually do not have a CEC, the planned Private School Policy discussions (Subcomponent 3.1) will encourage the private school networks to establish consultative CECs for all their schools. The harmonized training package and policy guidelines will need to take into account the differing roles and responsibilities of the community school and private school CECs.

The activity will build upon successful experiences of engaging parents, community leaders and religious leaders as part of the DFID-funded Somali Girls' Education Promotion Programme (SOMGEP) project and the Educate Your Children initiative, which contributed to major changes in girls' enrolment as a result of shifting perceptions of and practices towards formal education⁴⁴.

Interventions

The program will support the MoECHE to:

(1) Facilitate a CEC policy guidelines workshop with Member States and implementers of CEC training.

⁴⁴ JBS International. (2017). Final Evaluation of the Somali Girls' Education Promotion Programme.

(2) Liaise with partners to map the current provision of CEC training and identify gaps in training, both geographical (e.g. remote areas) and substantive (i.e. missing components, such as the use of the school inclusion grants).

(3) Lead training package development workshops, guided by a national technical adviser. Development of the materials will be aligned with the National Education Act and will draw on the deep knowledge around CEC engagement, combining the best practices from different providers. Consultations will be held with private school representatives, Islamic school operators and Member States.

(4) Conduct a training of trainers on the new CEC training package for DEOs, NGOs and private school trainers.

(5) Train CECs in 300 schools where trainings have not happened so far.

(6) Provide two-day training workshops to CECs, in advance of the disbursement of school inclusion grants.

ESSP priorities for the harmonized training package will include the application of school inclusion grants, girls' education, how CECs can improve and monitor teaching and learning and school safety. The finalized package will be designed for a low-literacy environment and the program will print and distribute sufficient copies for the regional trainers and CEC members. Materials will be publicly available (for example, on the MoECHE website) and shared widely, encouraged by a media campaign.

By the end of year one, the program will begin train-the-trainer workshops in all accessible regions targeting DEOs, private school trainers and NGO staff to support the roll-out of the new training package. Where new CECs are being established, members of successful nearby CECs will be invited to share and advocate their experiences, seeding values of inclusion and cooperation. It is expected that the implementation of the training package will be the responsibility of development partners, working in conjunction with REOs and DEOs. The program will limit training support to schools that have not yet received CEC trainings, in line with the ESSP 2018-2020 target.

Prior to the disbursement of school inclusion grants, the program will fund two-day workshops with CECs in 800 primary schools (800 CECs in year 2 and 800 in year 3), initially focusing on the disbursement of the school inclusion grants and the need for alignment of grant use with priority areas of school improvement plans associated with enrolment and retention of marginalized children. These workshops will be coordinated with existing CEC training and coaching activities by development partners, ensuring efficiency and maximizing impact.

Complementarity with other ESPIG components and subcomponents, and non-ESPIG interventions

This subcomponent is essential for the delivery of Subcomponent 1.1 and for the adequate utilization of the teaching-learning resources provided through Subcomponent 2.3 (provision of curriculum materials/ textbooks). It also maximizes the likelihood of positive impact of Subcomponent 1.3. Monitoring of CECs will be partly achieved through the funding of annual school monitoring visits (Subcomponent 3.1). Establishment of CECs in private schools will be part of the negotiation of the Private School Policy, developed under Subcomponent 3.1.

This subcomponent strengthens and harmonizes the investments made by multiple actors on community engagement in education. The majority of the development projects currently implemented by NGOs in Somalia include components of CEC training, coaching and mentoring, as well as school grants to support the implementation of school improvement plans. Examples of current investments in support to CECs include large scale projects funded by DFID-GEC (CARE's SOMGEP-T and Relief International's EGEP-T). It leverages the investment made by multiple donors (DFID and EU among others) on strengthening participatory governance mechanisms at

local level. The formalization of the roles and responsibilities of CECs within the education system will be aligned with the National Education Act.

Rationale

This activity is crucial to build on the strengths of the education system (specifically the community ownership of 53% of the schools) and the customary practices of communal decision making, charity and self-help. Engagement of elders and religious leaders is essential as they are influential gatekeepers for enrolment and inclusion of marginalized sub-groups, such as children from minority clans/groups, adolescent girls, IDPs and pastoralists. In a context where government services are limited and accessibility to communities remains a challenge, community-level organizations are the best avenue for delivering resources and changing values. Evidence from Somalia suggests that the presence of active CECs is a predictor of improved literacy and numeracy outcomes⁴⁵. This intervention is essential for the sustainability of the efforts made to boost enrolment and quality of education in community-owned schools.

4.9.3 Subcomponent 1.3: Improved community awareness and actions for school safety (US\$456,000)

In summary, Subcomponent 1.3 will promote dialogues at state, district and community level to generate local solutions for improved safety and security in schools. This subcomponent addresses a major cause of non-enrolment and dropout, particularly among girls.

Situation analysis and evidence

Years of exposure to conflict eroded social norms and resulted in acceptance of violence in multiple aspects of life. A recent study recorded 682 attacks against schools, the majority of which related to community conflict and tensions regarding the use of school resources⁴⁶. Violence occurs not only through external attacks, but also in school. The majority of teachers employ physical discipline and verbal abuse as forms of classroom discipline: a study conducted in rural schools observed 96% of the teachers using corporal punishment in class⁴⁷. There is rampant bullying and harassment from fellow students and an inherent culture of violence among learners, which make fights between students a common phenomenon in schools. Girls face gender-based violence (GBV) and other forms of abuse by male learners and teachers. Children lack the voice, the confidence and the means to report cases of abuse.

Interventions

District-level school safety dialogues will be conducted in 60 districts, bringing together regional and district authorities, security forces, clan elders, religious leaders and CEC representatives. Participants will identify (i) risks; (ii) who are the most affected students (such as girls and minorities) and how they are affected (using child protection definitions and standards); and (iii) ways of making schools safe environments. District-level decisions will be taken on required follow-up actions.

These dialogues will be followed by school-level safety dialogues in 800 schools, facilitated by DEOs. This activity will be coordinated with other partners to leverage existing activities in schools. During school-level dialogues, the CEC, local security forces, clan elders and religious leaders will conduct a risk assessment, and prepare a school security plan, following up on the decisions made at district level but tailored to local needs.

Complementarity with other ESPIG components and subcomponents and non-ESPIG interventions

⁴⁵ JBS International (2017) Final Evaluation of the Somali Girls Education Promotion Programme.

⁴⁶ UNICEF 2016 Rapid Baseline Survey

⁴⁷ Somali Girls Education Promotion Programme – Baseline Study Report (August 2014)

A safer school environment is a key condition for the success of Subcomponent 1.1 (school inclusion grants), both in terms of increasing enrolment and of safeguarding the investments made at the school. It is also an essential condition for learning, thus laying a foundation for the success of Component 2. On the other hand, the ability to improve safety and security at school will depend on the successful mobilization and functionality of CECs (Subcomponent 1.2).

This Subcomponent complements and leverages the broader investment in peacebuilding in Somalia by the majority of the donors – EU, USAID, DFID, NORAD – which includes community peacebuilding dialogues supported by the Somalia Stability Fund, among other initiatives. The activity leverages capacity and lessons learned from currently ongoing trainings on child protection through emergency education and two DFID-GEC funded initiatives (SOMGEP-T and EGEP-T).

Rationale

The unsafe environment in schools and on the way to school remains a major barrier to access. Conflict and violence result in school closure, contributing directly to absenteeism and dropout. Widespread insecurity has a direct effect on parents' decision of not enrolling their children, particularly girls. As communities and authorities engage in the peacebuilding process, it is key to address issues related to safety and security in education. Somalia is a signatory of the Safe Schools Declaration, and this subcomponent is a direct step towards its implementation, which is one of targets of the ESSP 2018-2020.

4.10 Program Component 2: Enhanced quality of primary education

The outcome of this component is to improve teaching capacity and student learning outcomes. An improvement in teaching capacity will be achieved through strengthening teacher professional development, putting in place essential steps for the roll-out of the new National Curriculum, and building a system for student assessment at school level. The sub-components are: (1) monitoring the Teacher Education and Management Policy; (2) establishing two national primary teacher training institutes (TTIs) with special education resource centers (SERCs) to enroll 240 student teachers and 60 children with special needs; (3) distribute 148,584⁴⁸ sets of seven textbooks (total of 1,040,088 textbooks) and 89,600 teacher guides aligned with the new national curriculum and based on new Minimum Learning Achievements (MLA); and (4) develop, pilot and implement a modified version of EGRA/ EGMA for a nationally representative assessment of learning outcomes in Somali and mathematics.

This component builds the foundation for pre-service training, in line with the new Teacher Education and Management Policy and the new National Curriculum. The interventions will support increased consistency in pre-service training, mapping provision and monitoring policy implementation. The availability of quality teaching and learning materials linked to the curriculum in all public and community-owned schools will create a critical condition to improve learning outcomes, addressing the immediate needs of a lack of resources and inconsistency across the school system, and maximizing the results of teacher professional development. The availability of standardized learning assessments at the system level responds directly to the urgent need for diagnostic data on learning outcomes; all indications are that learning outcomes are low, and findings will inform MoECHE's investments to identify and address gaps in a systematic manner.

The sequencing of the activities is as follows:

1. Disseminate the National Curriculum policy (Subcomponent 3.2)
2. Begin monitoring of teacher training providers (Subcomponent 2.1)
3. Distribute textbooks and teacher guides (Subcomponent 2.3), including to teacher training providers
4. Begin construction of TTIs (Subcomponent 2.2)

⁴⁸ Estimated number based on existing data on enrolment in public/ community-owned schools, a 2:1 pupil: textbook ratio and 50% coverage.

5. Develop the MLA standards based on National Curriculum and using examples from the textbooks (Subcomponent 2.4)
6. Develop and distribute teacher guides for Somali and mathematics based on the curriculum and using examples from the textbooks (Subcomponent 2.3)
7. Develop and conduct student learning assessments using MLA (Subcomponent 2.4)
8. Include MLA, textbooks and teacher guides in pre-service teacher training (Subcomponent 2.1 and 2.2)

4.10.1 Subcomponent 2.1: Monitor the Teacher Education and Management Policy (US\$231,400)

In summary, Subcomponent 2.1 will finance the MoECHE's monitoring and coordination activities related to the implementation of the new Teacher Education and Management Policy. These include national teacher education knowledge sharing workshops with private schools, teacher training institutions and NGOs, monitoring visits to NGOs and teacher training providers and mapping current in-service needs and modules.

Situation analysis and evidence

The MoECHE has drafted a new policy for the management of teachers and teacher education based on the National Education Policy and the National Education Act. The MoECHE needs to establish a regulatory framework including minimum qualifications, core competencies, certification and licensing, salary levels and mechanisms, roles and responsibilities, training provider regulation and rules for recruitment, deployment, promotion and dismissal. Although the majority of teachers are employed in the non-state system, it is timely for the government to engage with private schools, institutions and NGOs delivering in-service and pre-service training.

Interventions

During the program, the MoECHE will facilitate three national teacher training workshops to provide an opportunity to share good practice, evidence and materials. This will enable the MoECHE to better understand and coordinate the sector, encouraging convergence of standards and approaches. Representatives of private schools, Member States, teacher training institutions and NGOs will be invited. One of the expected outputs of the workshops is a map of teacher training provision.

The program will fund the MoECHE to conduct 20 monitoring visits to major partners and initiatives to build knowledge, trust and oversight and check alignment with policy and the national curriculum. Finally, the program will provide a national technical advisor to work with the MoECHE's officers to conduct an audit of current teacher training materials used by partners, review evidence of effectiveness and summarize teachers' training needs. The activities will focus on the primary education sector.

Complementarity with other ESPIG components and subcomponents

The subcomponent is a stepping stone towards establishing government-led pre-service teacher training as part of ESSP strategy 3.2.1: "review and revise teacher training materials...and ensure alignment with education policy and curriculum framework". Activities will lead to recommendations for the implementation of the pre-service diploma in primary education in the proposed teacher training institutes (Subcomponent 2.2).

Complementarity with other non-ESPIG interventions

This subcomponent is interlinked with the planned EU project on teacher education and UNESCO's work on policy dialogue and teacher frameworks. It will build from the experiences of UNICEF and other experts in Somali teacher training and CARE and Concern's previous teacher education

activities. Implementers of teacher education in other sectors (such as USAID's Alternative Basic Education) will be included in the national workshops.

Monitoring and workshops will disseminate and reinforce use of the National Curriculum and other policies (Subcomponent 3.2), MLA (Subcomponent 2.4), textbooks and teacher guides (2.3) and allow providers to learn about the latest student assessment data (Subcomponent 2.4). Providers will also be consulted on the investment in pre-service education and new TTIs (Subcomponent 2.2).

Rationale

The rationale for this subcomponent is that implementers are willing to harmonize and align teacher training if there is a clear national policy and a mechanism for sharing and coordinating activities. Increasing MoECHE oversight and knowledge of the sector will build the capacity of education officers to implement policy. A more harmonized approach to teacher education helps private and community-owned schools identify, train and recruit qualified teachers, leading to better learning outcomes.

4.10.2 Subcomponent 2.2: Teacher training institutes (US\$2,517,800)

In summary, under Subcomponent 2.2 two teacher training institutes (TTIs) with special education resource centers will be established for 240 student teachers in convenient locations to prepare teachers from Galmudug/Hirshabelle and Jubaland/Southwest Member States. The TTIs will provide a two-year course towards a diploma (developed by the Somali National University). During course breaks, the teacher training institutes will also provide modular in-service training to teachers, leading to a formal certification. This subcomponent will contribute to the ESSP target of 50 teachers trained in special needs education by establishing two special education resource centers (SERCs) for 60 children with special needs.

Situation analysis

Only 21% of the teachers are qualified in Somalia. The country has no national teacher licensing system. Annual primary pre-service teacher training graduate numbers are not known but are probably inadequate to meet the expansion of the education sector. Pupil-school ratios are estimated as ranging from 709 (Gedo) to 2,743 (Lower Shabelle); more qualified teachers are urgently needed. In Banaadir the Faculty of Education of the Somali National University, a public institution, offers pre-service teacher training, but there are currently no government-managed teacher training institutes (TTIs) for primary pre-service teacher training in the Member States of Galmudug, Hirshabelle, Jubaland and Southwest. While the Somali National University has started a teacher training program in Mogadishu, the number of available seats is limited; the cost of living in the capital and the fragile, insecure context pose a challenge to the enrolment and attendance of potential students from Member States. This is particularly true in the case of girls, whose mobility, already limited by traditional norms, is further limited by insecurity.

The ESSP prioritizes the establishment of five TTIs by 2020 (one for each Member State and one for Banaadir) to improve the quality of primary pre-service training and increase predictability in the supply of newly qualified teachers. These institutes will be hubs for future investments (for example, in-service qualifications) and support decentralization by training teachers closer to their homes. (Each TTI will serve two Member States – Galmudug/Hirshabelle and Jubaland/Southwest.)

Interventions

Subcomponent 2.2 will finance the construction and initial operation of two primary teacher training institutes (TTIs), each with a special education resource center (SERC). The institutes will deliver the new primary pre-service diploma developed by the Somali National University (SNU) in

partnership with Kenyatta University⁴⁹. Activities within this subcomponent are: (1) consultation (including community engagement) and planning; (2) development of architectural plans and construction of the campuses; (3) procurement of equipment and teaching and learning materials; (4) staff recruitment and salaries; (5) operational costs; and (6) funding for 60 children with special needs with a positive bias towards girls. Each TTI will enroll 120 student teachers (a total capacity of 240 student teachers, with a positive bias towards the enrollment of female teacher trainees); each SERC demonstration school will have a total enrollment of 30 children with special needs.

In year one (2018), the program will support the MoECHE to consult with Member States on the location of the TTIs, select suitable sites which meet agreed criteria (for example, space to expand, low risk of conflict or natural disaster, access to essential infrastructure, transport links and services, proximity of a high-quality demonstration school, located close to populated areas and on undisputed government-owned land). Discussions will also agree on governance mechanisms, including commitments for funding of future operational costs, and staffing structures (based on delivering the new diploma). Planning will include local community engagement and architectural plans⁵⁰.

Construction of the campuses (2019) will include essential infrastructure (for example, classrooms, dormitories for teacher trainees, staff housing, water and sanitation, offices, a demonstration classroom, a special education resource center (SERC), fencing and pathways). The program will procure necessary equipment, vehicles and teaching and learning materials. Skilled staff will be recruited to agreed job descriptions and the program will meet salary costs for the first year of operation (academic year 2020-2021). Support to salaries will be provided in close coordination with all partners to avoid duplicated contributions, leveraging the framework set up by the World Bank under the Recurrent Cost and Reform Financing Project (RCRF) to strengthen payroll contributions/ efforts by the federal states.

The inclusion of a SERC is an essential element of each campus. Each center will house a small special education demonstration school catering to 30 primary age children with special needs and will provide a hub for future special education programs, outreach and teacher training. The SERCs will thus contribute to the ESSP target of 50 teachers trained in special needs education. The program will fund the costs (e.g. for limited provision of assistive devices) for the 60 primary day students with special needs to enroll in the SERC demonstration schools in year 3.

Development partners and the MoECHE have considered the sustainability aspects and the Ministry has reached a decision with the EU and other education partners regarding future support for teacher development by building on the initial TTI investments under the GPE grant.

The use of existing premises to reduce construction costs will be considered during the site selection process, but the possibility is slim given the extensive destruction of education infrastructure during the civil war.

The design of the TTIs includes four classrooms for each center. The TTIs will enroll 240 students for the first year of operation (2020-2021) and will graduate this cohort over two years before enrolling the next cohort. The centers will thus not be enrolling students on a yearly basis. There are many qualified Diaspora teachers returning to take part in the development of their country. The MOECHE therefore envisages that qualified teachers will be available to run the TTIs.

Complementarity with other ESPIG components and subcomponents, and non-ESPIG interventions

This subcomponent will boost the medium-term impact of the increased availability of curriculum materials, providing qualified teaching staff to maximize the use of textbooks for the National Curriculum and other policies (Subcomponent 3.2). Student teachers will be trained in the use of the new textbooks and teacher guides distributed in Subcomponent 2.3 and MLA standards

⁴⁹ As part of an already existing program implemented through EU funding.

⁵⁰ Infrastructure will be climatically appropriate, secure, inclusive, low maintenance and designed to allow future expansion.

developed as part of Subcomponent 2.4 The Subcomponent is linked to policy implementation, particularly of the National Curriculum (see Subcomponent 3.1).

This subcomponent leverages the investment made by the EU in the development of a teacher training curriculum, currently under way through a partnership between SNU and Kenyatta University. The establishment of special education resource centers will contribute to the implementation of the new policy for special needs education and will leverage existing experience and capacity developed through NORAD-funded SEAQE.

Rationale

The rationale for this activity is that improving learning outcomes in a sustainable, phased manner under the new National Curriculum will require new generations of qualified teachers. Government-run TTIs build legitimacy and a predictable supply of teachers to all schools. This aids sector planning and ensures teachers have minimum competencies. At the moment, the only teacher training program in the targeted regions of the country is provided by SNU in Mogadishu, which is not an available option for many students from rural and remote areas, particularly women. As noted above, it is less likely that young women would be able to attend training in Mogadishu, due to traditional norms regarding mobility, the additional costs involved and to the widespread insecurity. The option of building two TTIs, as opposed to one in a central location, stems from the need to increase access to students from different areas of the country, particularly those distant from the capital, where the lack of qualified teachers is most keenly felt. The availability of TTIs within Member States, and close to underserved areas, will promote a more equitable distribution of a qualified teaching workforce and allow for the engagement of more young women in the teaching profession, particularly in the areas with the widest gender gaps among teaching staff. TTIs also provide a future base for expansion (for example, to ECE teacher training or in-service programs) and a manageable focus for investments in teacher education.

The MoECHE has committed to support the operational costs of the TTIs after the program phases out. This is also an area of interest for non-traditional donors and the Somali diaspora, which are already supporting investments on tertiary education.

4.10.3 Subcomponent 2.3: Distribution of primary school textbooks (US\$2,762,420)

In summary, Subcomponent 2.3 will purchase and distribute 148,584 sets of primary school (Grades 1-8) textbooks in Somali for seven subjects of the new national curriculum and the associated teacher guides. The textbooks have been developed by subject specialist under the supervision of MoECHE and with the support of the private sector. The publishing of the books will be done through an international competitive tender. The price of the textbooks is expected to be lower than typical market prices because of the large quantity procured, thus capitalizing on the economies of scale. This subcomponent will also support the achievement of minimum learning achievement (MLA) standards for primary grades, through the consistent availability of teaching and learning materials linked to the new curriculum in all public and community-owned schools.

Situation analysis

The provision of teaching and learning materials is a high priority in the ESSP. Pupil-textbook ratios are high, ranging from 15:1 to 29:1 depending on the subject⁵¹. Most students have limited access to age-appropriate learning materials. Teachers use a wide range of different curricula and instructional materials. The new national curriculum is not yet widely adopted and schools lack teacher guides, assessment tasks or textbooks linked to it. Not surprisingly, learning outcomes are poor. A study conducted in rural areas indicated that 25% of the girls in Grade 3 are unable to read simple words, while 33% cannot perform basic addition⁵².

⁵¹ Federal Government of Somalia, Ministry of Education, Culture and Higher Education: Education Sector Analysis 2012-2016

⁵² CARE (2014) Somali Girls Education Promotion Programme – Baseline Study Report.

Interventions

After the National Curriculum framework was developed and endorsed by all the Member States, the MoECHE, with support from the EU, developed the syllabi for all the subjects and grades (1-8). This was followed by the development of a prototype textbook for each subject, which was piloted in both government and private schools. The MoECHE with support from the private sector then embarked on writing the textbooks. Subject matter specialists from within and outside the country were tasked to develop the textbooks under the supervision of the Ministry. Presently all the textbooks for Grades 1-4 have been developed.

This subcomponent will involve reviewing the quality of the textbooks through a curriculum panel convened at the MOECHE, considering a set of minimum standards in line with the national curriculum; purchasing (at estimated \$2.00 per textbook) and distributing (at a cost of \$0.50 per textbook) 148,584 sets of primary school (Grades 1-8) textbooks for seven subjects to children in all government-owned and community-owned schools (estimated to reach 297,168 students). The associated teacher guides will also be distributed to the same schools (two copies of the teacher guide for each subject, for each grade). The intervention will result in a pupil-textbook ratio of 2:1, thereby increasing students' contact with learning materials, particularly in the poorest schools. For comparison purposes, in Somaliland the unit cost of a textbook is \$1.50, developed under a PPP arrangement. Other (imported) textbooks in the market across the country are much higher in cost, ranging between \$3.00-6.00.

The tender for the publishing of the books will be done through an international competitive procurement process, in line with CARE USA's procurement policy. The price of the textbooks is expected to be much lower than typical market prices due to the large quantities procured. Materials will be appropriately branded in order to avoid selling in the market. The use of the materials will be monitored through supervisory visits and CECs will be sensitized regarding appropriate uses of curriculum materials, including textbooks.

Complementarity with other ESPIG components and subcomponents, and non-ESPIG interventions

The subcomponent is a precondition for the implementation of the new National Curriculum, thus directly linked to Subcomponent 3.2 which includes dissemination of the National Curriculum. This subcomponent is interrelated to pre-service teacher training (Subcomponent 2.2), as the use of curriculum materials is directly related to the capacity of teachers to deliver classroom instruction through their use. Student teachers in the new TTIs will be trained in the use of the textbooks. It is also closely linked to the in-service teacher training interventions currently funded by the EU and DFID-GEC, among others. The MLA standards developed in Subcomponent 2.4 will further strengthen teachers' understanding of the National Curriculum.

The mobilization and training of CECs (Subcomponent 1.2) and the supervisory/ monitoring visits conducted under Subcomponent 3.1 are essential for the proper utilization of the textbooks and curriculum resources.

Rationale

The rationale for this activity is that a lack of appropriate learning material is a root cause of low learning outcomes and low uptake of the national curriculum. When coupled with teacher guides providing daily lesson plans and linked to teacher training (for example, the planned EU program) and supervisory visits to schools (Subcomponent 3.1), children's learning will improve. The impact of this activity can be measured through representative assessments (Subcomponent 2.4) allowing the MoECHE to monitor the quality of teaching and learning interventions.

4.10.4 Subcomponent 2.4: Early grade assessment (US\$225,900)

Subcomponent 2.4 will support the MoECHE to: (1) develop MLA standards; (2) develop adapted versions of early grade reading and mathematics instruments for assessing children's literacy and numeracy; and (3) pilot and scale up to nationally representative assessments to provide system-level diagnostic data. A national scale assessment will be conducted, with a sample of approximately 2,500 children.

Situation analysis

Due to the wide variety of curricula, languages of instruction and learning materials, parameters to assess learning outcomes vary considerably between schools. National exams have been conducted, but results are unreliable due to inconsistent participation and application of tests, as well as mismatches between the topics assessed and the curricula applied in schools. Teachers lack clear guidance on parameters for exams and pass rates are inconsistent with actual achievement. The practice of 'jumping grades' is common in the case of overage primary students, often resulting in children reaching upper primary without having acquired foundational skills in literacy and numeracy.

Learning assessments (adapted versions of UWEZO, EGRA and EGMA) have been conducted by CARE (Puntland, Galmudug and Somaliland), Concern (Banaadir) and Relief International (Banaadir, Galmudug, Puntland and Somaliland). While CARE and Relief International have conducted longitudinal studies with large samples, the results are representative only of the areas targeted by the respective projects and cannot be generalized to the country as a whole. Although there are national examinations at Grade 8 and Form 4, there is an urgent need to collect learning outcome data at lower grades (ESSP priority 3.2.2.3). Therefore, no national data is available on the status of learning outcomes to inform teacher training and supervisory efforts, and the MoECHE's decision-making on policy and activities.

Interventions

This subcomponent will support the MoECHE to develop Minimum Learning Achievement (MLA) standards for Grade 1-4 Somali language and mathematics. The critical foundation for developing teacher and student materials is to establish grade-specific standards. The program will support the MoECHE to audit existing early grade materials, consult international standards and then convene a group of Somali experts in early literacy and mathematics to draft MLA standards at Grade 1-4 for the two subjects based on the broad National Curriculum statements. For reading this will also include developing an overview of the order of acquisition of Somali phonemes and high-frequency words to guide the development of assessment tasks. The MLA will include samples of children's writing and mathematical reasoning which easily demonstrate the standards to teachers.

The Member States and private school representatives will be consulted on the draft MLA standards, which will be revised, approved and published. The process and standards will form the foundation for subsequent grades and subjects. The process will be supported by two early grade literacy and numeracy international experts who are fluent in Somali.

Based on the MLA developed in subcomponent 2.4, the MoECHE and experts from Member States, private schools and NGOs will design an adapted version of the Early Grade Reading Assessment (EGRA in Somali language) and Early Grade Mathematics Assessment (EGMA) and associated protocols for application. The package will be based on Concern's and CARE's/Relief International's previous assessment work, thus leveraging the lessons learned through the investment previously made by DFID's Girls' Education Challenge in developing adapted tools, and draw upon the growing global expertise in EGRA and EGMA. The tools will be piloted, finalized and then conducted at a national level with an estimated sample of 2,500 children⁵³. The assessments will be administered by trained enumerators on a one-on-one basis, using electronic data collection (via tablets) to minimize error and speed up cleaning and analysis. Data will be analyzed, presented to the

⁵³ Considering 5% confidence level, 80% power, an expected level of change between rounds corresponding to 0.2 standard deviations, and a clustered design representative of the four Member States and Banaadir.

MoECHE and Member State MoEs and stakeholders and reported publicly. Findings will be shared through technical reports as well as simple, reader-friendly briefs, thus informing decision making and supervisory activities at multiple levels.

Complementarity with other ESPIG components and subcomponents, and non-ESPIG interventions

This subcomponent is designed to inform adaptations to pre-service (Subcomponent 2.2) and in-service teacher training, allowing for tailored approaches to address gaps in learning. It is also a foundational step to inform supervisory / monitoring activities in schools (Subcomponent 3.1). The emerging results have enormous potential to inform upcoming interventions by all partners. As noted above, this activity will build upon previous lessons learned during local adaptations of EGRA and EGMA conducted by CARE, Relief International (both under DFID-GEC funding) and Concern. The activity will also be implemented in synergy with a new project funded by DFID-GEC under its Leave No Girl Behind window, which will have a heavy focus on assessing learning outcomes and conducting research on drivers of learning and access in Somalia.

Rationale

The nationally representative sample will provide a baseline for measuring the impact of the ESSP and program interventions and is likely to be of use to a range of development partner interventions. The rationale is that having more diagnostic data strengthens policy decision-making, improves teacher training and allows for better allocation of scarce resources. The findings will inform targeted teacher training, addressing specific gaps in teaching foundational literacy and numeracy skills, and thus increasing effectiveness. By sharing the findings with the schools and respective administrations (CECs, private sector, regional and district officials), the awareness on learning gaps and expected standards will increase, contributing to (i) more targeted support to teachers during monitoring activities and (ii) schools/ teachers being better able to determine students' learning outcomes vis a vis the expected stage of learning at that grade. National standards and assessments strengthen the coherence of the system and the role of government.

4.11 Program Component 3: Enhanced capacity at Federal and Member State levels

The Paris Declaration on Aid Effectiveness states that “the capacity to plan, manage, implement, and account for results ... is critical for achieving development objectives” and urges developing countries to make capacity building a key goal of their national development strategies. The OECD understands capacity as “the ability of people, organizations and society as a whole to manage their affairs successfully” and capacity development as “the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time”. According to the United Nations Development Programme (UNDP)⁵⁴, capacity development is “the engine of human development [as] people are best empowered when the means of development are sustainable”. The UNDP primer proposes that “home-grown” development solutions that are “managed collectively by those who stand to benefit” are the most effective.

The outcome of Component 3 is to enhance capacity at Federal and Member State levels to manage, monitor and regulate the education sector. The component consists of two subcomponents: (1) strengthening of the regulatory environment for private, community and government schools; and (2) improving capacity for planning, budgeting, policy implementation, coordination and progress tracking. The development of a Private School Policy will build a framework to regulate service provision, ensuring consistency and quality, and to create pathways for the progressive incorporation of community-owned schools into the public system. Cooperation is envisaged between the MoECHE, the Member State MoEs, private schools and development partners to harness all key resources and create important synergies. In parallel, this component

⁵⁴ United Nations Development Programme (2009), Capacity Development: a UNDP Primer. New York.

will enable regional and district offices to carry out school visits for monitoring and supervision, supporting the dissemination and implementation of policies at local level, including in privately owned schools. These activities will strengthen linkages between Federal, State-level, regional and district offices and schools, contributing to the decentralization process.

This component acknowledges the fundamental need for consistency in capacity across multiple levels within the education system in order to translate policies and planning/ budgeting guidelines into practice. This component will support staff salaries at regional and quality assurance levels, provide training to MoECHE and Member State staff on existing policies, and improve planning and budgeting processes to ensure more effective processes for implementation. These activities will enhance capacity and ensure availability of key human resources for policy implementation.

Since capacity building is a key aspect of almost all the program subcomponents described in this Program Document, a number of key aspects of the proposed approach to capacity building are presented below:

- The MoECHE, supported by the Grant Agent, will specify the contextualized purpose of all capacity building interventions.
- The interventions must be sustainable over time and lead to changed mindsets and attitudes as well as developing relevant competencies.
- The interventions must enhance local expertise and reduce vulnerability to complex challenges.
- The interventions must operate at the level of organizations and individuals to build the required skills, experience and knowledge to effect transformation.

In order to develop appropriate knowledge, skills and attitudes our capacity building approach will address questions such as:

- What capacities are required to achieve the intended outcomes?
- What different types of functional capacity are needed, such as: the capacity to fruitfully engage with stakeholders; the capacity to use situation analysis and problem analysis to define a vision, mission and goals; the capacity to develop and implement policies and strategies; the capacity to be fully accountable to stakeholders (including financial accountability); and the capacity to learn through evaluation and reflection.

Capacity building may be informal (such as shoulder-to-shoulder work with technical advisers) or formal (workshops and training events). When formal training is proposed, learning will happen collaboratively, with the help of more knowledgeable others and through active engagement. Learning will be characterized by scaffolded, activity-based learning experiences. Participatory methods, including interactive methods to stimulate engagement, will inform the methodology of the training. The design of the workshops will be informed by the following design questions:

- Where do we start? Included is a reflection on the purpose and context of the proposed outcomes of the training.
- What do trainees need to learn? Here, considerations include decisions about content to be included and the structure of the learning pathway.
- How can we help trainees learn? The aim is to help trainees become reflective practitioners who are able to collaborate effectively and learn through application of theoretical constructs in practical activities.
- How will we know trainees have learned? The outputs of the practical activities will be assessed, and workshop evaluation questionnaires will be completed by trainees at the end of each workshop.

Since capacity building is not limited to Component 3, the table below presents the relevant subcomponents of the program across Components 1-4.

Subcomponent	Intervention	Functional capacity to be developed	Target audience	Modality of capacity building
1.2	Train trainers in the implementation of the harmonized package for CECs	Capacity to train DEOs, NGOs and private school trainers in the effective use of the package	MoECHE staff and staff of Member State MoEs	Two 3-day regional workshops for 30 people in years 2 and 3
1.2	Train 800 CECs	Application of school inclusion grants, girls' education, how CECs can improve and monitor teaching and learning and school safety	CEC members, teachers and religious leaders	2-day workshops in years 1 and 2 for 4,000 people (supported by monitoring and support visits under Component 3)
1.2	Intensive training of 300 CECs with no previous training	Application of school inclusion grants, girls' education, how CECs can improve and monitor teaching and learning and school safety	CEC members, teachers and religious leaders	5-day workshops in years 1 and 2 for 1,500 people (supported by monitoring and support visits under Component 3)
1.3	District-level school safety dialogues	Competence in generating district-level solutions for improved safety and security in schools; district-level decisions will be taken on required follow-up actions	Security forces, clan elders, religious leaders, CEC representatives	1-day workshops each year for 30 people in 60 districts (1,800 in total), facilitated by MoECHE officials with Grant Agent support

1.3	School-level school safety dialogues	Competence in generating local solutions for improved safety and security in schools; conduct a risk assessment and prepare a school security plan tailored to local needs	Security forces, clan elders, religious leaders, CEC members	1-day workshops each year for 20 people in 800 schools (16,000 in total), facilitated by DEOs and coordinated with development partners
2.1	National teacher training workshops	Map training provision and share good practice, evidence and materials to encourage convergence of standards	Representatives of private schools, Member States, teacher training institutions and NGOs	Three 2-day workshops for 50 people each year
2.1	Technical assistance	Improved teacher education and management	MoECHE officials	Shoulder-to-shoulder capacity building for 36 months
2.4	International technical assistance	Develop MLA standards and adapted versions of early grade reading and mathematics instruments for assessing children's literacy and numeracy	MoECHE officials and a group of Somali experts in early literacy and mathematics	Shoulder-to-shoulder capacity building – 60 days in year 1
3.1	Training workshops	Able to conduct monitoring and support visits to schools for quality assurance	90 regional, district and private school staff	3-day workshops each year (years 1-3)

3.1	Monitoring and support visits to schools (90 tablets provided to improve data flow)	Policy dissemination, school census verification, lesson observations and coaching	School principals and teachers	Visits to 1,000 schools three times per year (years 1-3)
3.2	Regional workshops	Plan for policy dissemination and training	Member States	7-day meetings in four Member States and Banaadir in year 1
3.2	Workshops	Able to disseminate and develop understanding of all policies	Officials in four Member States and Banaadir	3-day workshops facilitated by MoECHE twice per year (years 1-3)
3.2	Workshops	Able to disseminate and develop understanding of all policies	District officials and private school networks	2-day workshops for 100 people facilitated by Member State officials twice per year in years 2 and 3
3.2	Technical assistance	GPE coordination (36 months); monitoring and evaluation (36 months); and financial management (36 months)	MoECHE and Member State MoE officials	Shoulder-to-shoulder coaching of MoECHE and Member State staff
3.2	Workshops	Competence in planning and budgeting processes in line with the processes and guidelines established by the Somalia Financial Management Integrated Systems (SFMIS)	MoECHE and Member State education staff	Coaching of 30 MoECHE and Member State education staff in four 1-day sessions per year (years 1-3)

3.2	Technical assistance	Facilitate and report on JRES conferences	MoECHE officials	30 days in each of years 1-3
4.1	Technical assistance	Review critical findings of the evaluations, interpret the results and reflect on the validity of the program's original assumptions, the factors affecting the uptake of activities and the actual impact of the ESSP interventions vis-à-vis their expected results	MoECHE officials	1-day dissemination workshops facilitated by the evaluators in each year
4.1	Technical assistance	Enumerators trained in the implementation of the evaluation instruments	Enumerators	4-day workshop for 200 enumerators (baseline), 2-day workshops for 100 enumerators in years 2 and 3 (midline and final evaluations)
4.2	Technical assistance	Develop sampling strategies, electronic data collection tools, a Feedback and Complaints Response Mechanism, databases and analysis procedures	25 officials seconded from the MoECHE and the four Member States	Training/mentoring

4.3	Technical assistance	Identify, package and disseminate information on emerging program results and lessons learned	25 officials seconded from the MoECHE and the four Member States	Training/mentoring
5.1	Technical assistance located in PMU	Identify and implement measures to improve access to and quality in education	MoECHE and Member State officials	Advice and mentoring for 25 months (years 1-3)

In total over 96,000 beneficiary days of training are envisaged over the three years of the program. A total of 9,000 school visits form an important part of the capacity building element of the program. Approximately 176 person months of technical assistance will be provided.

The table above excludes the following material support:

- the provision of six equipment packages and six vehicles for the MoECHE, the four Member States and Banaadir;
- the provision of 90 tablets and software to support the monitoring and support visits to schools;
- payment of salaries of 14 REOs and 14 QAOs in all three years; and top-up incentives in all three years for 25 staff seconded to the program from the MoECHE and the four Member States.

4.11.1 Subcomponent 3.1: Strengthened regulatory environment for private, community and government schools (US\$1,758,700)

In summary, Subcomponent 3.1 supports the strengthening of the regulatory environment for private and community schools through the development of a Private School Policy. Government and private schools will be supported in improving access and quality. Training for regional, district and private school staff will be provided, and monitoring and support visits to 1,000 schools will be funded to improve quality assurance. The salaries of Regional Education Officers (REOs) and Quality Assurance Officers (QAOs) will be paid.

Situation analysis and evidence

The current situation is that most staff, particularly those at regional and district levels, are not familiar with the new policies they are expected to implement. Evidence for this has been presented in section 3.5 above. Implementation of any new policy must be effectively supported.

The size and importance of the private schooling sector are described in section 3.7 above. There is a critical need for a policy framework to regulate this resource, contributing to increased consistency and quality in service provision.

The functionality of regional and district level offices, particularly in the newly formed Member States, is limited by the lack of resources and capacity. While several projects support regional and district level staff to visit the schools where they operate, visits are neither regular nor systematic. REOs and QAOs do not currently receive salaries unless (in few cases) they are supported by development partners. This severely hampers their work. This situation poses a barrier to the effective implementation of policies and expected practices at school level.

Interventions

Interventions will include:

- the development and approval of a Private School Policy⁵⁵ through a consultative process, building a framework for minimum standards in service provision, monitoring and reporting arrangements, and clarifying the position of community schools within the system;
- monitoring and support visits to 1,000 schools three times per year to implement the quality assurance tools and guidelines, monitor and supervise teachers and principals – visits may include inspection, policy dissemination, school census verification, lesson observations and coaching;
- salaries and related benefits will be paid for supervision to 14 REOs and 14 QAOs for all three years of the program;
- annual three-day training workshops for 90 regional, district and private school staff in the implementation of monitoring and support visits to schools; and
- procurement of 90 tablets to support implementation of monitoring and supervision visits and ensure efficient data flow from DEOs and REOs to the State and Federal levels.

Support to salaries of REOs and QAOs will be provided in close coordination with all partners, leveraging the framework set up by the World Bank under the Recurrent Cost and Reform Financing Project (RCRF) to strengthen payroll contributions/ efforts by the federal states. The program will not cover salaries of teachers, as those are supported under the WB –RCRF project. The proposed monthly rates budgeted for REOs and QAOs' salaries conform to the agreed pay scale for these positions (\$500 per month). The proposed rate is in line with the salaries for other positions funded by development partners. For example, the SETTS project funded by NORAD pays \$500 per month for DEOs (who report to REOs) seconded to the project.

Complementarity with other ESPIG components and subcomponents, and non-ESPIG components

This subcomponent supports all other ESPIG components and subcomponents by strengthening the management of the education system.

The Private School Policy will be informed by the findings of a study currently being conducted by the World Bank on the typology of non-state schools, which is expected to provide recommendations for a policy framework. The report is expected to be released in June 2018.

⁵⁵ In this program document private schools are those which charge fees and/or impose conditions for admission which limit access.

This subcomponent strengthens the sustainability and potential of interventions conducted by other development partners on teacher training and on CEC mobilization, among others. It is directly linked to the implementation of quality assurance tools and guidelines, developed under the previous GPE grant. The regular presence of DEOs in schools opens multiple possibilities for collaboration in the implementation of multiple initiatives, and to increase accountability at local level.

Rationale

The rationale for this subcomponent is that policy reform will be ineffectual if implementation capacity at levels below the federal MoECHE is weak. Developing institutional and individual capacity to implement policy will create synergy with the decentralization strategy of the MoECHE and contribute to the intended transformative impact of the policies. Furthermore, improving communication and consultation will improve working relationships, manage expectations and build trust between the MoECHE and Member State MoE staff. Relationships with the private schools will also be improved, strengthening the strategic use of this sector as a key resource.

4.11.2 Subcomponent 3.2: Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking (US\$2,392,260)

In summary, Subcomponent 3.2 improves capacity for planning, budgeting, policy implementation, coordination and progress tracking through policy dissemination, biannual state-level and private school training and policy orientation workshops and quarterly professional development meetings at the MoECHE for education officials based in Member States. JRES conferences will also be supported each year.

Situation analysis and evidence

It is likely that most education officials, particularly those at regional and district levels, do not have sufficient capacity to develop budgeted plans for coordinated policy implementation or for tracking of progress in implementation. Indirect evidence for this has been presented in section 3.5 above. Policies include:

1. the Education Act
2. National Education Curriculum Framework (MoECHE, 2017)
3. Teacher Education and Management Policy (to be finalized)
4. Special Needs Education Policy
5. Non-Formal Education Policy
6. Human Resource Policy Manual (MoECHE, 2015)
7. Gender Policy (MoECHE, 2016)

While complementarity of efforts and use of evidence-based approaches are central pillars of this program, it is acknowledged that there are serious limitations at the moment on the availability of information about existing programs, as well as their results. This subcomponent includes activities to increase coordination and exchange of emerging findings, including between different GPE-funded programs within Somalia.

The ESSP identifies other critical capacity gaps in terms of Ministry salaries, transport and IT equipment. As these gaps reduce the effectiveness of professional development and coaching, and hamper better sector implementation and coordination, the program will make strategic investments to improve the day-to-day operations of the MoECHE and State MoEs.

Interventions

The ESPIG will support the MoECHE to develop dissemination plans, print documents and organize training sessions for education officials at all levels (federal, state, umbrella, regions and districts) on the policies and regulations and policy implementation mechanisms. Technical assistance will be engaged to train officials at the federal level and across all the member states, guided by a training needs analysis and subsequent capacity development plan. Approximately 100 Member State staff and 30 private school staff will receive at least ten hours of orientation and training in all policies.

For each policy, a dissemination plan, training module and manual will be developed by MoECHE staff supported by program staff. The program will fund logistics for quarterly education reviews (QER), involving visits by MoECHE staff to each state and private schools to facilitate two-day workshops at state and regional level. The program will support Member State MoEs to train district officers.

Sufficient print and electronic copies of policies will be printed in Somali and distributed. Graphic design will be included as appropriate. All policy documents and training materials will be uploaded to the MoECHE website.

Activities will include:

- Training needs analysis and writing of a capacity development plan
- biannual training of 100 Member State MoE officials and district officials in federal policies (years 2 and 3) – representatives of private schools to be included;
- printing and distribution of 800 copies of the policies;
- biannual three-day visits to Member States by the MoECHE to conduct training and policy orientation;
- biannual state-level and private school networks training and policy orientation workshops (20 participants over two days per Member State);
- support for dissemination of policies at regional and district levels; and
- support for annual JRES conferences and consultation workshops at the level of Member States (following up on existing GPE support).

In addition to the above, this subcomponent will support coaching of MoECHE and Member State education staff on planning and budgeting processes. Coaching will be conducted in line with the processes and guidelines established by the Somalia Financial Management Integrated Systems (SFMS) and the capacity development plan.

Finally, to improve operational capacity, vehicles and equipment will be procured based on a rapid assessment of needs at State and Federal levels. Top-up salary incentives will be paid to 25 key MoECHE and State MoE officers from four directorates. MoECHE staff supported by the program includes Heads of Department from the Directorate of Primary Education, Directorate of Quality Assurance, Directorate of Teacher Education and Directorate of Private Schools. It is important to

note that the program's contribution to salaries and top-up incentives will be limited to MoECHE and State MoE staff as stated in this document, not including support for teachers' salaries or any entity outside these Directorates (and REOs/ QAOs supported under 3.1 above).

Top-up incentives to MoECHE and State MoEs' staff from these four directorates have been budgeted as \$250 per month. A comparative analysis of this amount in relation to the incentives paid by other initiatives shows that the proposed amount is lower than the current contributions made by other projects; for instance, the EU-funded 'Education Is Light' project pays \$400 performance-based incentives to Heads of Department at the Ministry of Education and Higher Education of Puntland, while the project 'Durable Solutions for IDPs and Returnees in Somalia' (funded by the EU Trust Fund) pays a top-up incentive of \$500 per month for a director-level focal point at a different Ministry.

Complementarity with other ESPIG components and subcomponents, and non-ESPIG interventions

This subcomponent supports all other ESPIG components and subcomponents by strengthening the management of the education system.

This subcomponent supports investments from all development actors through increased coordination and learning, and increased efficiency on planning and budgeting, thus enhancing the efficiency of the system and its capacity to benefit from other interventions. It leverages the investment previously made by the World Bank in the setup of the SFMIS.

Support to salaries will be provided in close coordination with all partners, leveraging the framework set up by the World Bank under the Recurrent Cost and Reform Financing Project (RCRF) to strengthen payroll contributions/ efforts by the federal states.

Rationale

The rationale for this subcomponent is similar to that of Subcomponent 3.1 – policy reform will be ineffectual if policy awareness at levels below the federal MoECHE is weak. Disseminating policy effectively will support policy implementation and create synergy with the decentralization strategy of the MoECHE. Improving communication and providing training will improve working relationships, manage expectations and build trust between MoECHE and Member State MoE staff.

4.12 Component 4: Program monitoring, accountability and communication

This component includes monitoring, evaluation and learning activities, as well as communication of results. The program will adopt a robust approach to monitoring, evaluation and learning, with a dual approach – internal monitoring, building upon the limited structure and initial tools available to the Federal and State-level Ministries, and an externally-led evaluation process. Emerging trends and results will be compiled, shared through coordination mechanisms such as the Program Steering Committee, the Joint Review of the Education Sector (JRES) and the ESC, and interpreted/ reflected upon at regional and district levels to improve practices and reinforce positive results on the ground.

Last but not least, this component will strengthen the coordination with development actors, as well as exchanges with other GPE-funded programs in Puntland and Somaliland. These activities, which include the JRES (see Subcomponent 3.2 above) and a GPE cross learning forum in year 2

(Subcomponent 4.3), will be key to ensuring complementarity in activity planning and delivery, as well as to leveraging best practices and lessons learned for adaptive management practices.

4.12.1 Subcomponent 4.1: Evaluation studies – baseline, midterm study and final evaluation (US\$ 313,520)

Subcomponent 4.1 includes three evaluation rounds, providing critical data to inform the design of activities under Components 1, 2 and 3, and for adaptive management. Emerging findings will provide information on the value for money of the program's investment.

Situation analysis and evidence

Given the recent establishment of the Federal States and their Ministries of Education, limited information is available to provide a robust baseline for the program. Local capacity to interpret and use evaluation results is limited.

Interventions

Program evaluation will be conducted through an external consultancy contracted by the Grant Agent and vetted by the Program Steering Committee. Evaluation studies will be designed to assess program efficiency, effectiveness and ability to increase equity in key indicators. The baseline and subsequent evaluation rounds will also be used as a capacity building process for MoECHE and State-level Ministries staff, through which staff will review critical findings, support interpretation of the results and reflect on the validity of the program's original assumptions, the factors affecting the uptake of activities and the actual impact of the ESSP interventions vis-à-vis their expected results.

Evaluation studies will use a mixed-methods approach and will use a combination of primary data, reviews of monitoring data and of secondary data generated by other partners, and desk reviews of existing documentation. Additional details on evaluation methodology are provided under Section 9 below.

Complementarity with other ESPIG components and subcomponents, and non-ESPIG interventions

This subcomponent has an accountability function in relation to all other components, and provides critical information for adaptive management of the approaches used for their implementation.

Acknowledging the limited resources of the program, the high costs of conducting comprehensive evaluation studies in a fragile context where many areas are inaccessible by road, and the potential to leverage large-scale studies conducted through other funding, evaluation studies will also include an analysis of the trends observed in secondary data obtained from partners. An example of potential collaboration includes the DFID/GEC-funded projects, which are longitudinally tracking large household and school samples.

Rationale

The evaluation studies will fulfill accountability requirements, allowing for identification of progress and challenges against key ESSP priorities, while also building Ministries' capacity for interpretation and use of findings for adaptive management.

4.12.2 Subcomponent 4.2: Monitoring activities (US\$ 60,000)

In summary, Subcomponent 4.2 will support the MoECHE and Federal Member States to carry out monitoring activities to verify progress against ESPIG / ESSP indicators.

Situation analysis and evidence

Initial steps have been taken to support quality assurance, including trainings and the development of tools. Monitoring functions remain minimal, however, at the Federal and State-level Ministries, with limited capacity for the design of tools, data processing and analysis, and communication of results to the different departments and levels involved. This situation poses a challenge for evidence-based programming. Additionally, Somalia presents a challenging scenario for monitoring activities, due to the fragility of the context (limited accessibility, quality of data, risks related to disclosure of issues) and to the fast-paced changes related to population movement/displacement, conflict and a rapid and unregulated influx of investments.

Interventions

Monitoring activities will be co-designed and undertaken in partnership with 25 seconded staff at MoECHE and State-level Ministries. The Grant Agent will support the development of sampling strategies, electronic data collection tools⁵⁶, a Feedback and Complaints Response Mechanism, databases and analysis procedures, and will provide training / mentoring to seconded staff. Monitoring visits will be conducted on a quarterly basis (unless otherwise noted in the Results Framework included in the present document), using a sampled approach.

Complementarity with other ESPIG components and subcomponents

This subcomponent has an accountability function in relation to all other components, and provides critical information for adaptive management of the approaches used for their implementation. It is also closely related to the monitoring visits undertaken through Subcomponent 3.1.

Rationale

Monitoring activities will fulfil accountability requirements, verifying implementation patterns, uptake by recipients (usage on the ground), assessing emerging trends and obtaining beneficiary feedback. This subcomponent will also build the capacity of ministry staff in monitoring procedures and use of evidence for programming.

4.12.3 Subcomponent 4.3: Learning and communication (US\$97,000)

⁵⁶ Electronic data collection will be used whenever possible, allowing for real-time information and correction of issues, while also minimizing the risk of errors in data entry.

In summary, Subcomponent 4.3 will support the packaging and dissemination of lessons learned and emerging results from the ESPIG, including learning from capacity building processes. A GPE learning forum will be established involving role players and stakeholders from Puntland and Somaliland.

Situation analysis and evidence

The availability, quality and completeness of education data remains an issue in Somalia. Decision-making and planning processes within the education system are often guided by assumptions based on the limited information available to the MoECHE and State Ministries.

Interventions

The program will support capacity building of seconded staff at the MoECHE and State Ministries to identify, package and disseminate information on emerging program results and lessons learned. This will include findings from evaluation studies and emerging trends/ results from monitoring data, as well as reviews of the results of capacity building processes. Learning products will be shared with the Steering Committee, through the JRES and other platforms of communication with development partners, and through public channels such as websites and social media. A five-day 'GPE cross learning' event will be organised in year 2, bringing together 30 key implementers of GPE programs in Somaliland, Puntland and Central South.

Complementarity with other ESPIG components and subcomponents

This subcomponent is directly linked to Subcomponent 3.2 and contributes to reflection and improvement in practices in all other subcomponents.

Rationale

This subcomponent will increase the visibility of results and trends, contributing to building capacity for evidence-based programming. The availability of clear, accessible and quality information on the ESPIG results will contribute to the mobilization of development partners to leverage additional resources for expansion of interventions. It also contributes to build a strong accountability framework, not only to donors but also to the Somali population.

4.12.4 Subcomponent 4.4: Feedback and Complaints Response Mechanism (FCRM) (US\$30,800)

In summary, Subcomponent 4.4 provides for the establishment of a Feedback and Complaints Response Mechanism (FCRM) to enable beneficiaries to raise any concerns they may have about the program, including, for example, fraud or unfair discrimination. The mechanism will be user-friendly for a population with low levels of literacy and high levels of mobile telephone use. The mechanism will support participation and ownership from the program communities. Responses will be systematically tracked and serious cases will be responded to on a priority basis as per the protocols of the FCRM.

Situation analysis and evidence

Internet access and use in Somalia is growing albeit slowly. There has been a steady growth in telephone penetration, which currently stands at 52%.⁵⁷ The majority of Somalis access the internet through mobile telephones. It is believed that one of the drivers of the high uptake of mobile phone subscriptions is mobile money, a service with an estimated penetration rate of 73% in the country.⁵⁸

Mobile phone SMS/voice services are considered as an effective way to communicate with the targeted communities by a number of organizations working in Somalia, including in rural areas. CARE Somalia has used mobile-phone services under different programs to share and receive communications with targeted communities. Under the DFID-funded Somali Girls' Education Promotion Programme (SOMGEP), feedback and verification of partial grants distribution to vulnerable girls were done by contacting parents/guardians through their mobile phones.

The planned Feedback and Complaints Response Mechanism will provide an opportunity to program beneficiaries and other stakeholder to share their feedback and voice their concerns (if any) about the program in an easy and secure way. A dedicated hotline number will be available for targeted communities and beneficiaries to share their feedback and complaints through voice calls or SMS.

Interventions

The program will establish a Feedback and Complaints Response Mechanism (FCRM) to provide a safe, accessible and effective channel for program beneficiaries and participants to exercise their right to give feedback and raise complaints related to program interventions. Program beneficiaries will be able to share their feedback/complaints via phone calls or SMS through this system. Protocols for confidential treatment of the information received and safe storage of data will be set up as part of the FCRM, with particular attention to the protection of children and vulnerable people, as per CARE's policies.

Complementarity with other ESPIG components and subcomponents

This subcomponent is linked with all other program components as program beneficiaries will be able to share their feedback on program interventions. Data/information received through FCRM will be helpful to improve program implementation.

Rationale

The rationale for this intervention is to provide an easy channel to program beneficiaries and communities to share their voices throughout the program duration. Keeping in view the strong mobile coverage in Somalia, phone calls and SMS are a popular means of communication among the Somali population. Communities with very low literacy rates are also familiar with the use of mobile phones, particularly voice calls. Poor road infrastructure and the remote location of some of the program communities pose logistical and financial challenges for the program teams to frequently visit all program locations to solicit feedback/complaints from the beneficiaries.

Some of the program components are based on community mobilization, and awareness raising about education therefore requires an effective means of communication between the program and targeted communities. Participation and ownership from the communities are also important features of the program. The FCRM will systematically track responses/complaints regarding the various program interventions. Implementation of the FCRM reflects the commitment of the program about transparency and the importance of concerns raised by program beneficiaries. Any serious

⁵⁷ https://cipesa.org/?wptb_dl=243

⁵⁸ Altai Consulting (2017) Mobile Money Ecosystem in Somalia – Summary.

cases (such as fraud or unfair discrimination among beneficiaries, etc) will be responded to on a priority basis as per the protocols of the FCRM.

4.13 Component 5: Program management

The GA total program management costs will be USD 2,864,000, which is 16% of the MCA (USD 17,900,000). CARE has a liaison office in Nairobi that is responsible for donor coordination, support to field offices in Somalia, government relationships and the PMU. The PMU will sit in the MoECHE Mogadishu office and the CARE Mogadishu office. The Unit will support the MoECHE in the day-to-day management of the program and will be responsible for fiduciary oversight as well as all reporting functions. The PMU will provide timely, comprehensive and high quality reports to GPE. Under the PMU are the sub-offices in the four Member States- Kismayu (Jubaland), Galkacyo (Galmudug), Baidoa (Southwest state), and Hirshabelle (Beletweyn). These offices will house staff to support State-level program delivery. IT infrastructure is being upgraded to ensure effective internet connectivity for effective communication.

The breakdown of the total operational costs to the project are as indicated in the table below.

	Activity	Cost (US\$)	Explanation
1.	CARE USA (CUSA) - Technical Support	361,378	This allocation reflects the estimated level of effort required for CARE USA's technical, M&E and contract management support to the project. It includes 15% of the time of the Senior Technical Advisor, 20% of the time of the Senior Technical Advisor – M&E (Senior Research and Learning Advisor) and 20% of the time of the Contract Manager. CARE USA staff will provide in-country as well as remote support throughout the life of the project; review reports and technical documents for submission to the GPE; leverage global experience to inform program implementation; and support knowledge management, including external dissemination of lessons learned at global and regional level.
2.	PMU	750,010	The PMU will include a Project Director, Monitoring and Evaluation Specialist, Education Technical Advisor, Technical Advisor – Finance and Procurement and GPE Coordinator. The unit will be responsible for technical oversight and support to the MoECHE, coordination with partners, financial and administrative management of the ESPIG, monitoring of project activities and reporting to GPE.
3.	Program Implementation Staff	890,902	These costs will contribute to the country office management team's cost (composed of program, finance compliance, MEAL and operations units under the leadership of the Country Director) who are responsible for overall technical quality, compliance, security, and risk management of the country office grants, including the ESPIG. The team will supervise the PMU and other program staff related to ESPIG and ensure timely delivery of the grant. The team will also manage relationships with the federal government (MoECHE) and the State Ministries of Education as well as the education sector partners to ensure smooth implementation of the grant. The Country Director or his/her designate will be a member of the program steering committee, which will have direct oversight of the project. The program coordinator will
4.	Support staff	304,034	
5.	Operational costs	557,677	

			provide support to the program director, responsible for day-to-day delivery of the grant, and ensure complementarity with other CARE projects, thus leveraging resources and learning.
Total		2,864,000	

4.14 Program theory of change

Underpinning the program theory of change are three concepts, as explained below.

4.14.1 Evidence-driven approaches

All of the interventions proposed are based on evidence collated in the ESA 2017 and on the five ESPIG studies referred to in the introduction to this program document. The proposed strategies respond to the needs identified and have proven to be effective in Somalia. The proposed approaches are also based on realistic assumptions, based on existing data.

4.14.2 Intersectionality

The theory of change takes into consideration that access, quality and system efficiency are affected by multiple interrelated factors. The nature, sequencing and overlapping of proposed strategies respond directly to the need to address the intersectionality of these factors.

4.14.3 Synergies

The potential for synergies in the program design is substantial. The MoECHE has excellent relationships with the MoEs of the FGS Member States, with the local education groups in Mogadishu and Nairobi and with its development partners. It has improving relationships with the private school organizations. Many of the program subcomponents, in particular the more sustainable subcomponents (see section 10 below) leverage and reinforce the offerings of development partners and provide potential for added investment in the program interventions.

The program theory of change is based on the following assumptions:

- Increasing access to education for marginalized children in Somalia requires a threefold approach to address both demand- and supply-side issues: shifting underlying social norms that drive exclusion, enhancing the capacity of non-state providers to increase enrollment, and making school environments safer for learners. Based on evidence from previous programming, it is expected that existing community education providers can be effectively mobilized to enroll out of school children through a combination of (i) sensitization based on principles of Somali and Islamic culture; (ii) training of Community Education Committees; (iii) provision of resources to increase the capacity of community schools to absorb new enrollment. In synchrony with these changes, multiple actors at community, district and state level will be mobilized for a joint commitment to actions towards making school environments safer, particularly for marginalized children and girls.
- Learning outcomes will show gradual improvement as a result of the combination of (i) increased quality and consistency of in-service teacher training; (ii) reduced pupil-textbook ratios; (iii) identification of learning gaps through the use of standardized assessments and use of the emerging evidence to tailor training and coaching services to teachers; and (iv) consistent monitoring of and technical support for schools by the MoECHE and Member State MOEs. In the medium term, the improvements will be reinforced and expanded by the

increased availability of a qualified teaching force, trained in the new TTIs to deliver the national curriculum to the expected quality standards.

- Improved capacity of central, State, regional and district levels to achieve the expected ESSP outcomes will require the combination of (i) dissemination of policies, training, and on-the-job coaching to align staff performance with the expected needs; (ii) adequate resourcing of offices (salaries, logistics and equipment); (iii) regulation of non-state service providers; and (iv) increased coordination and learning exchanges with development actors.

It is expected that changes in the three outcome areas will reinforce each other: at the foundational level, the improved capacity of government officials to implement the ESSP will have a positive effect on both access and learning. Improved learning outcomes are likely to increase parental investment in education, thus driving increased access. Safer, more equitable school environments are likely to improve learning outcomes and retention.

The following diagram provides a schematic representation of the theory of change.

Table 10. Theory of Change diagram

Challenges	Subcomponent activities and assumptions	Outputs	Outcomes	Impact
<p>Challenge: Inequitable access to primary education, with marginalized groups such as minority clans, nomadic communities and girls most affected</p>	<p>1.1 Increased access to education for OOS children through school inclusion grants 1.2 Strengthening of CECs 1.3 Improved community awareness and actions for school safety Assumption: <i>The presence of active CECs will increase accountability and allow for efficient implementation of school inclusion grants, as well as coordinated action to improve safety and security</i></p>	<p>Grants paid to 800 government and community schools to increase access for out of school children CEC policy and harmonized training package 800 CECs trained and supported by regular school monitoring (3.1) District and school-level dialogues conducted</p>	<p>Increased equitable access to quality primary education</p>	<p>Improve equitable access to and quality of education outcomes for all Somali primary school children through strengthened system capacity to design evidence-driven ESSP reforms, and collaborate effectively with partners in their implementation</p>
<p>Challenge: The lack of qualified teachers and consistent, quality learning materials contributes to poor learning outcomes at primary level, particularly in underserved areas</p>	<p>2.1 Effective monitoring of the Teacher Education and Management Policy 2.2 Teacher training institutes 2.3 Provision of textbooks</p>	<p>Teacher training is strengthened, monitored and harmonized 240 student teachers are trained Textbooks are purchased in seven subjects for 297,168 Grade 1-8 children in government and</p>	<p>Enhanced quality of education to ensure grade appropriate learning outcomes</p>	

	<p>2.4 Strengthened assessment framework</p> <p>Assumptions: <i>The teacher training curriculum framework is developed by the MoECHE with the assistance of Kenyatta University</i> <i>Textbooks are developed and printed through An open tender</i> <i>Mechanisms to eliminate the illegal sale of the textbooks are developed and implemented</i> <i>The relevant data are poor, but it is assumed that 82% of Grade 1-4 children are enrolled in government and community schools</i> <i>MLA tests can be conducted in schools</i></p>	→	<p>community schools (along with associated teacher guides)</p> <p>MLA/adapted version of EGRA/EGMA is piloted and operational</p>				
<p>Challenge: Weak capacity of an education system recovering from conflict</p>	<p>3.1 Strengthened regulatory and monitoring system for private, community, and government schools</p> <p>3.2 Improved capacity of education officers for planning, budgeting, policy implementation,</p>	→	<p>Participatory development of Private School Policy</p> <p>Regular school monitoring</p> <p>Dissemination of policies such as National Curriculum</p> <p>Regular professional development for education officers</p>	→	<p>MoECHE and State MoEs' capacity to manage, coordinate and monitor the education sector is strengthened</p>		

	coordination, and progress tracking Assumption: <i>REOs cannot implement the ESSP, or the elements of the ESSP to which the ESPIG program contributes, without essential support, including vehicles and training</i>		Equipment, vehicles and salary to improve capacity Regular reviews of ESSP progress				
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Section 5 – Implementation Plan

5.1 Introduction

Activities in the implementation plan contribute to three main outcomes - access, improving learning outcomes and system strengthening - which are in line with the GPE goals and objectives as well as directly linked to the 2018-2020 ESSP priority areas, strategies and activities in the primary sub-sector. Thus, expenditures against these activities under this grant are eligible as it addresses the priorities of the country's ESSP and the GPE. The focus of the proposed implementation plan is to enhance the capacity of the MOECHE and state level MOEs. The implementation arrangements are based on equitable coverage across states, development effectiveness, and sustainability. The proposed arrangements will ensure timely implementation, monitoring, and reporting of program results.

The proposed activities under each subcomponent build upon the foundations established by the previous GPE investment and by other investments. The proposed sequence of implementation is based on existing evidence and seeks to enhance effectiveness and maximize impact. It is acknowledged that the proposed sequence may require future alteration, based on emerging trends in uptake/ outputs and in the presence of additional investments not included in the mapping exercise that informed the present Program Document.

The funding modality for the ESPIG is a project in support of the ESSP. The MoECHE has applied for an ex-ante for the variable part. Nonetheless, the proposed components and subcomponents are structured to increase equity, learning outcomes and efficiency within the education system in Somalia. The Implementation Plan considers that the MoECHE and Federal Member State Ministries will have a central role in the implementation of the majority of the activities, through sub-grants allocated to the Federal and State-level Ministries⁵⁹. The Grant Agent will provide technical support and financial oversight to the sub-grants, and will engage actively with other development partners to ensure that the resources provided by the ESPIG are utilized in eligible costs; are administered in a sound and effective manner; and complement and maximize other investments.

The Grant Agent will give one grant to MoECHE, which will then transfer the funds to the bank accounts of the Member State MoEs on an activity basis, as per detailed work plans. Liquidations will be done on a monthly basis. The subsequent instalment will be released based on sufficient justification for the liquidation of the previous disbursement. The liquidation will be reviewed against field monitoring reports. CARE Somalia will provide on the job support to the MoE staff in the Member States to ensure liquidations are timely, valid and well supported.

CARE and Concern Worldwide were initially selected by the MoECHE from the applications received in response to an Expression of Interest call published on June 5, 2017. The initial selection was recommended by the Education Sector Group and the then CA, USAID, confirmed the endorsement of the selection by the ESC. During subsequent discussions between the Secretariat, the MoECHE and the Grant Agents, it was agreed that CARE would take the lead role based on its footprint and experience. Based on the feedback received during the first Quality Assurance Review and in seeking to offer the best value for money in the implementation of the ESPIG, Concern and CARE have agreed that CARE will be the sole Grant Agent, while Concern will operate as a sub-contractor for the program. In this manner, the program will benefit from the combined footprint and technical capacity of both organizations, while reducing the costs related to grant management.

5.2 Overview of the implementation plan

⁵⁹ The GPE Secretariat stated in the Quality Assurance Review 1 report that sub-grants to the Federal and State-level Ministries are allowed within the ESPIG, provided financial management arrangements and adequate oversight are put in place by the Grant Agent.

Table 11. Implementation Plan

		Y1				Y2				Y3					
	Targets	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		Complementarity
Program Component 1: Increased equitable access to quality education for out-of-school children															
Subcomponent 1.1: School inclusion grants															
1.1.1 Develop national school grant guidelines, protocols and criteria in consultation with implementers	1 guideline													CARE	Cash transfers (DFID, WFP, UNOCHA, others) Bursaries and scholarships (DFID/GEC) Teachers' salaries (EU, WB, EAC/UNICEF)
1.1.2 Design and printing of the grant guidelines/ reader-friendly handbook	1 guideline													MOECHE	ABE (USAID) Somali diaspora/remittances
1.1.3 Mobilization, communication and mapping visits to schools and CECs and meetings at districts and regional levels for identification of target schools	800 schools													State MOEs, CARE (with MOECHE engagement)	Training to CECs (EU, DFID/GEC, UNICEF) Peacebuilding dialogues (SSF)
1.1.4 Years 2-3 school inclusion grants	800 grants													CARE and Concern ⁶⁰	
Subcomponent 1.2: Community education committee strengthening															
1.2 CEC harmonized policy and training package developed	1 policy													MOECHE	

⁶⁰ MOECHE and State MoEs will be involved in the process.

		Y1			Y2				Y3					
1.2.1 CEC policy guidelines workshops in consultation with States and implementers	1 harmonized training package													MOECHE
1.2.2 CEC harmonized training package writing & editing workshops														MOECHE
1.2.3 State, Islamic and private school consultation workshops	Consultation in 4 States & Banaadir													State MoEs
1.2.4 National validation meeting to map CEC support coverage and identify which schools GPE will support	1 validation meeting													CARE
1.2.5 Translation	2 versions (English and Somali)													MOECHE
1.2.6 Design of the CEC Community Member Guide	2 graphic designs													MOECHE
1.2.7 Printing training module	150 copies													MOECHE
1.2.8 Printing CEC Guide (religious leaders, elders, community members & parents)	8800 copies													MOECHE
1.2.9 Distribution of CEC Community Member Guide	800 schools													State MoEs
1.2.10 Upload to MoECHE website	1 website													MOECHE

		Y1			Y2			Y3					
1.2.11 Media & communications	1 event												MOECHE & CARE
1.2.2 Sensitize, mobilize, train and support CECs and community members (religious leaders, elders)													
1.2.2.1 Training of trainers workshop for education officers in CEC package	30 trainers												State MoEs
1.2.2.2 Train and support CECs (including their teachers & religious leaders) in inclusion, child protection, safety and security, special education and teaching and assessment	4,000 CEC members and community leaders												MOECHE
1.2.2.3. Training of 300 CECs with no previous training	300 CECs												State MOEs
Subcomponent 1.3: Improved community awareness and actions for school safety													
1.3.1 Schools & CECs develop and follow-up on safety and security action													
1.3.1.1. District School Safety Dialogues (60 districts)	180 dialogues												State MOEs

		Y1			Y2			Y3						
1.3.2.2. School-level Safety Dialogues	800 schools												State MOEs	
Program Component 2: Enhanced quality of primary education														Teacher policy and training (EU, DFID/GEC)
Subcomponent 2.1: Monitor the Teacher Education and Management Policy														Pre-service diploma (EU/SNU)
2.1.1 National workshops on monitoring of teacher education and management policy - including States, umbrellas, TTIs and Partners	3 national workshops												MOECHE	Curriculum roll- out & textbooks (EU, USAID) Technical support to EMIS (UNESCO, WB)
2.1.2 Monitoring and coordination visits to teacher training providers by MoECHE officers														Technical support to examinations and assessments (EU, DFID/GEC)
2.1.2.1 Fact finding, monitoring and coordination visits to major partners and initiatives	20 visits												MOECHE	
2.1.3: Harmonized Teacher Education and Management														
2.1.3.1 TA - Supporting Teacher education and management	1 TA for 36 months												CARE	
Subcomponent 2.2: Teacher training institutes														
2.2.1 TTIs & Special Education Resource Centers operational														

		Y1			Y2				Y3					
2.2.1.1 Select sites for TTIs in consultation with the Member States	Visits to 4 Member States & meetings													MOECHE
2.2.1.2 Community engagement on site selection	2 visits													State MoEs
2.2.1.3 Develop detailed plan for TTI establishment	1 plan													MOECHE
2.2.1.4 Architectural plans for TTI developed and approved	2 plans													CARE
2.2.1.5 Procure construction company	2 tenders													CARE & CONCERN
2.2.1.6 Construction	2 TTIs													CARE & CONCERN
2.2.1.7 Procure equipment & vehicles	4 vehicles and 6 X equipment													State MoEs & CONCERN
2.2.1.8 Procure education equipment	Assorted equipment and textbooks, including for the SERC													CONCERN
2.2.1.9 Staff recruitment and deployment	30 staff													MOECHE
2.2.1.10 Staff salaries	30 staff for 12 months													MOECHE
2.2.1.11 Operating costs (for 1 year)	2 TTIs for 12 months													MOECHE

		Y1			Y2				Y3					
Subcomponent 2.3: Distribution of primary textbooks														
2.3.1 Distribution of primary school textbooks														
2.3.1.1 Initial mapping and needs assessment	1 mapping exercise													MOECHE
2.3.1.2 Purchase of books and 2.3.1.3, Purchase of teacher guides	1,040,088 books and 89,600 teacher guides													CARE & Concern
2.3.1.4 Distribution of books and teacher guides	1,040,088 books and 89,600 teacher guides													CARE & Concern
Subcomponent 2.4: Early grade assessment														
2.4.1 Update MLA EGRA & EGMA instruments & protocols based on Somali G1 and G2 MLA standards, Care/Relief International/Concern instruments & learning	1 MLA instruments and protocols													CARE
2.4.2 Procure tablets	90 tablets													CARE
2.4.3 Pilot MLA EGRA/EGMA with 500 students (100 students x 4 States plus Banaadir)	1 pilot + nationwide assessments													CARE
2.4.4 Conduct national MLA for Somali	1 MLA test													MOECHE
2.4.5 Analysis & recommendation workshop	2 workshops													CARE

		Y1				Y2				Y3					
2.4.6 Report published	Technical report and briefs														CARE
2.4.7 National presentation & knowledge sharing meeting	2 meetings														MOECHE
2.4.8 TA - MLA support (Consultancy)	1 consultancy														CARE
Component 3: Strengthened regulatory environment for private, community and government schools															Technical capacity, quality assurance tools (GPE 1, UNICEF)
Subcomponent 3.1: Strengthened regulatory and monitoring system for private, community and government schools															Technical assistance and support to REOs/DEOs (UNICEF, EU, DFID/GEC)
3.1.1 Private School Policy approved															Setup of integrated financial and procurement systems (WB)
3.1.1.1 Consultation workshops	2 workshops														MOECHE
3.1.1.2 Final validation workshop	1 workshop														MOECHE
3.1.1.3 Design of the Private School Policy	1 policy														MOECHE
3.1.1.4 The newly approved policy is translated	1 policy														MOECHE
3.1.1.5 The newly approved policy is printed for wide dissemination	4 States & Banaadir														MOECHE

		Y1			Y2			Y3					
3.1.1.6 Distribution	800 copies												MOECHE
3.1.1.7 Media & communications	1 event												MOECHE
3.1.1.8 Signing & launch ceremony	1 event												MOECHE
3.1.2 Termly monitoring and support visits to schools													
3.1.2.1 Review & agree quality assurance tools and guidelines – Training	Tools & guidelines												CARE
3.1.2.2 Annual school support design workshops	1 workshop												MOECHE
3.1.2.3 Annual training workshop for 90 regional and district officers in monitoring and support package	3 workshops												MOECHE
3.1.2.4 Procure tablets to support implementation and ensure efficient data flows	90 tablets												CARE
3.1.2.5 Software procurement, Installation and maintenance	Software for 3 years												CARE
3.1.2.6 School monitoring and support visits (20 REOs/DEOs/QAOs per region) - visits may include inspection, policy dissemination, monitoring and supervision activities	1000 schools, 3 visits/year												MOECHE & Concern

		Y1				Y2				Y3					
3.1.2.7 Salaries for REOs (14)	14 REOs														MOECHE
3.1.2.8 Salaries for QAOs (14)	14 QAOs														MOECHE
3.1.2.9 Logistical support for school supervision at the regional level for 5 remote regions (5 vehicles)	5 regions														MOECHE
Subcomponent 3.2: Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking															
3.2.1 150 Federal, State officers trained in SFMIS & planning															
3.2.1.1 Policy dissemination & training planning meeting	35 meetings														MOECHE
3.2.1.2 Translation	7 policies														MOECHE
3.2.1.3 Printing	800 copies x 7 policies														MOECHE
3.2.1.4 Distribution	800 copies x 7 policies														MOECHE
3.2.1.5 Biannual visits to states by MoECHE to conduct training and policy orientation	30 visits														MOECHE
3.2.1.6 Biannual state-level training and policy dissemination workshops	4 workshops														State MoEs

		Y1			Y2			Y3						
3.2.1.7 Logistical support for regional states	4 States & Banaadir													MOECHE
3.2.2 National, State and regional education officers trained in SFMIS & planning														
3.2.2.1 Quarterly professional development meetings at MoECHE based on capacity development plan	12 meetings													CARE
3.2.2.2 Training for state and regional officers based on capacity development plan	15 staff													CARE
3.2.3 Annual Joint Review of the Education Sector														
3.2.3.1 National JRES conference	3 conferences													MOECHE
3.2.3.2 National JRES conference	3 workshops													MOECHE
3.2.3.3 State consultation workshops	3 reviews													MOECHE
3.2.3.4 Yearly ESSP Review (reporting, targets, issues, budget, quarterly planning)	3 reports													MOECHE
3.2.3.5 Lead the whole process and write JRES report	3 reports													CARE
3.2.3.6 Print JRES report	3 reports													MOECHE

		Y1			Y2			Y3					
3.2.4 Equipment & vehicle packages for State and Regional education offices													
3.2.4.1 Rapid assessment of ICT and transport at state and regional level	1 assessment in 11 regions												MOECHE
3.2.4.2 Equipment packages	6 offices												MOECHE
3.2.4.3 Vehicles	6 vehicles												MOECHE
3.2.4.4 Vehicle maintenance costs	6 vehicles costs												MOECHE
3.2.5 GPE program implementation support to education authorities													
3.2.5.1 TA - GPE Coordinator (1)	1 TA for 36 months												CARE
3.2.5.2 TA - M&E (1)	1 TA for 36 months												CARE
3.2.5.3 TA - Finance & Procurement (1)	1 TA for 36 months												CARE
3.2.5.4 Top up incentives for 25 Ministry staff (4 from each state and 5 from federal)	25 officers												MOECHE
3.2.5.5. Office supplies	Office supplies for 36 months												MOECHE

		Y1			Y2			Y3						
3.2.5.6. Communication	5 states, 36 months													MOECHE
3.2.5.7 Return flights Nairobi-Mogadishu	10 pax for 3 years													MOECHE
Component 4: Program monitoring, accountability and communication														
Subcomponent 4.1: Evaluation studies														
4.1.1. Baseline study														
4.1.1.1 Procure consultancy firm for the baseline study	1 firm													CARE
4.1.1.2 Training of enumerators and MOE staff	200 enumerators													CARE
4.1.1.3 Payment of enumerators and MOE staff involved in the study	200 enumerators													CARE
4.1.1.4 Logistics/transport for the study	200 enumerators													CARE
4.1.1.5 Flight costs to 5 states	10 flights													CARE
4.1.1.6 Accommodation in 5 states	2 staff													CARE
4.1.1.7 Dissemination workshop	5 workshops													CARE

		Y1				Y2				Y3					
4.1.2. Midterm evaluation															
4.1.2.1 Procure consultancy firm for the midterm study	1 firm														CARE
4.1.2.2 Training of enumerators and MOE staff	100 enumerators														CARE
4.1.2.3 Payment of enumerators and MOE staff involved in the study	100 enumerators														CARE
4.1.2.4 Logistics/transport for the study	100 enumerators														CARE
4.1.2.5 Flight costs to 5 states	10 flights														CARE
4.1.2.6 Accommodation in 5 states	2 officers for 10 days														CARE
4.1.2.7 Dissemination workshop	5 workshops														CARE
4.1.3. Final evaluation															
4.1.3.1 Procure consultancy firm for the final evaluation	1 firm														CARE
4.1.3.2 Training of enumerators and MOE staff	100 enumerators														CARE
4.1.3.3 Payment of enumerators and MOE staff involved in the study	100 enumerators														CARE
4.1.3.4 Logistics/transport for the study	100 enumerators														CARE

		Y1				Y2				Y3					
4.1.3.5 Flight costs to 5 states	10 flights														CARE
4.1.3.6 Accommodation in 5 states	2 officers for 10 days														CARE
4.1.3.7 Dissemination workshop	5 workshops														CARE
Subcomponent 4.2: Joint monitoring															
4.2.1 Travel to the states – Airfare	60 flights														CARE
4.2.2 Travel to the states - Per diems & Accommodation	450 days														CARE
4.2.3 Local Transportation	180 days														CARE
Subcomponent 4.3: Learning and Communication															
4.3.1 Preparation of learning products	5 products														CARE
4.3.2 Graphic design of the learning products	5 products														CARE
4.3.3 Dissemination meeting	1 meeting														MOECHE
4.3.4 Dissemination through social media and Ministry website	300 media events & 20 communication products														MOECHE
4.3.5 Program launch	1 event														MOECHE

		Y1				Y2				Y3					
4.3.6. GPE cross learning event	1 event														MOECHE
Subcomponent 4.4: Feedback and Complaints Response Mechanism															
4.4.1 Purchase of telephone line & mobile phones	Phones														CARE
4.4.2 Monthly line subscription & internet package etc	Internet subscription														CARE
4.4.3 Printing/information sharing material	Printed Materials														CARE

5.3 Synergies, coordination and leverage

The scope of the activities and targets take into consideration the complementarity with existing and upcoming investments by the MoECHE, other donors and the private sector, and are based on extensive consultations conducted with the Ministry, development partners and the GPE. The Education Sector Committee will be the primary coordination and knowledge sharing forum: CARE will continue to be an active member in Mogadishu and Nairobi. Key synergies and coordination opportunities have been identified in relevant subcomponents (for example, technical working groups or consultation workshops). The program includes specific investments on joint sector reviews and ESSP annual reviews. CARE will also continue to play an active role in the Education Cluster.

Under **Component 1 – Equitable Access** – the program will complement efforts and leverage previous investments as described below:

-DFID, WFP, UNOCHA and other partners (humanitarian response): provision of cash transfers⁶¹, which complements Subcomponent 1.1, school inclusion grants.

-DFID/ GEC (SOMGEP-T and EGEP-T, as well as potentially through new funding provided by the Leave No Girl Behind window): provision of bursaries and partial scholarships and expansion of school capacity in specific locations in Galmudug and Banaadir, which complement Subcomponent 1.1. The program will consult with partners and respective projects for detailed mapping of activities and scope before the roll-out of Subcomponent 1.1.

-EU (planned), World Bank and Educate a Child/ UNICEF, payment of teachers' salaries: Will complement Subcomponent 1.1, allowing public and community schools to fully use the inclusion grants to support long-term investments as opposed to immediate costs (such as salaries). The support received from the World Bank covers salaries for 2,000 teachers in the targeted States.

-Educate a Child/ UNICEF and Mercy Corps, classroom construction and provision of materials⁶²: Will complement Subcomponent 1.1.

-USAID (planned support to pastoralist education): Complements Subcomponent 1.1. The program will not focus on pastoralist education to avoid duplication of efforts.

-Somali diaspora: Support provided to individual schools for infrastructure, payment of teachers, scholarships for poor students and purchase of materials/ supplies. While there is no centralized mechanism tracking diaspora investments, estimates put the overall diaspora contribution at \$1.3 billion/ year; at least 50% of the diaspora has connections with the targeted states and Banaadir. While data on this matter is limited, a recent study indicated that education is the third most common sector of diaspora investment⁶³. These investments will be complemented by Subcomponent 1.1, school inclusion grants. The implementation of school inclusion grants will be linked to school improvement plans, which will include an analysis of other investments made at the school to avoid duplication.

-EU (SETS), DFID/ GEC (SOMGEP-T and EGEP-T), UNICEF (Building Resilience through Education) and EAC-funded Mercy Corps project: provision of training to CECs, which complements Subcomponent 1.2. The program will consult with partners/ projects providing CEC training for detailed mapping of activities and scope before the roll-out of Subcomponent 1.2. The consolidation of the CEC training approach and elaboration of a CEC policy will increase the sustainability and impact of these efforts.

- Somalia Stability Fund (multiple donors), conducting community peacebuilding dialogues, which provide a foundation for safe school dialogues at district and school levels under Subcomponent 1.3.

⁶¹ Unconditional cash transfers are provided by a number of organizations in smaller scale. While cash transfers are provided for different purposes, the availability of resources for basic needs allows parents to invest in education.

⁶² Completed in March 2017

⁶³ Benson, J.B., Leger, L.L., Sorensen, L.C., and Wise, A.E.(2016) Somali Diaspora: Investment Survey Report.

In addition to the above, CARE submitted an application to DFID/ GEC under the Leave No Girl Behind window, which focuses on increased access and quality of education in Jubaland, Southwest Administration and Banaadir, reaching 40,000 girls and 43,000 boys. This proposal, which was favorably received and is at contracting stage, will, once implemented, complement Subcomponents 1.1 and 1.2 through support to community schools to expand enrolment and training of CECs. Activities in schools will be mapped to prevent duplicated investments.

Under **Component 2 – Enhanced Quality of Education**, the following opportunities for complementarity and leverage have been identified:

-EU (SETS) and DFID/GEC (SOMGEP-T and EGEP-T), development of teacher education policy and provision of in-service teacher training, complementing Subcomponents 2.1, 2.3 and 2.4. The program will not conduct in-service training to avoid duplication of efforts, but rather contribute to the monitoring of the teacher education policy.

-Investments from the EU (support to the partnership between SNU and Kenyatta University for the development of a pre-service diploma) and NORAD (development of a special needs education policy and training of special needs education specialists) are leveraged in Subcomponent 2.2.

-EU (SWES and SETS) and USAID (planned), support to curriculum roll-out and textbook provision, complementing Subcomponents 2.3 and 2.4. In order to avoid duplication of efforts, detailed maps of planned textbook provision will be prepared based on a needs assessment and shared with partners for consultation and joint planning.

-UNESCO and World Bank, technical support to EMIS, and EU (SWES), support to examinations, complementing and leveraging Subcomponent 2.4.

-DFID/GEC (SOMGEP-T and EGEP-T), development and large scale application of expanded EGRA and EGMA adapted to the Somali context – investment leveraged for the development of Subcomponent 2.4. Under the proposed project funded by the GEC Leave No Girl Behind window, a large scale EGRA/ EGMA study focusing on heavily marginalized girls is being planned and would be implemented in synergy with this Program.

Under **Component 3, Enhanced Capacity at Federal and Member State Levels**, there are also opportunities for complementarity and leverage:

-GPE 1 – investments in technical capacity, quality assurance tools and development of regional/ district level officers will be leveraged and expanded in the current program.

-UNICEF, EU (SETS) and DFID/GEC (SOMGEP-T and EGEP-T) – Support to technical advisors and REOs/DEOs complementing Subcomponents 3.1 and 3.2. The planned provision of technical assistance and support to the MoECHE/ Member State Ministries' salaries will be implemented following a detailed mapping of financial and material assistance to central, state, regional and district offices in order to avoid duplication.

-World Bank (Public Finance Management Reform Project II) is setting up integrated systems for financial management and procurement. This investment will be leveraged for Subcomponent 3.2.

-Payment of staff salaries will be made leveraging the framework set up by the World Bank's Recurrent Cost and Reform Financing Project (RCRF), which worked with the FGS to increase public allocations for civil servant salaries and their efficient use. The program will also liaise with other development actors involved in education to ensure efficiency in salary contributions, avoiding duplications with other contributing actors.

-World Bank study on the private school system (currently underway, expected to be released on June 2018) will be leveraged for Subcomponent 3.1, informing the development of the Private School Policy.

-Ongoing advocacy by partners, including the World Bank, on increased public spending in education, including support to staff salaries such as REOs/DEOs.

The increased knowledge of policies, strengthened links between REOs, DEOs and schools and enhanced capacity for planning and budgeting will increase system efficiency, maximizing the impact and the sustainability of current and upcoming investments by other education partners. It is likely that increased efficiency and communication at Member State level will facilitate implementation and attract additional funding.

Limited information is available on the investments made by non-traditional donors, and this is acknowledged as a gap in planning, which will be addressed through local mapping of activities and investments.

5.4 Conclusion

The implementation plan proposes a realistic, evidence-based process for the roll-out of the ESPIG. It emphasizes capacity building at Federal, State, regional and district levels through a collaborative implementation approach with the MoECHE, state-level Ministries, REOs and DEOs. The proposed activities complement existing and upcoming efforts and leverage existing capacities and resources, thus maximizing impact.

The proposed targets take into consideration the risks posed by (a) incomplete or inaccurate data on school numbers, enrolment figures and coverage by other initiatives and (b) the fragile operational environment. It is expected that mapping and needs identification activities will result in revised targets, using an adaptive management approach for maximum efficiency and effectiveness.

Section 6 – Results Framework

6.1 Introduction

The basis of a results framework is a detailed contextual analysis, problem analysis, stakeholder analysis and a logically devised theory of change. It considers results around key strategic areas of access, attendance, learning, retention and transition for the achievement of overall program objectives. The results framework will also measure changes in the capacity of MoECHE and Member State MoEs to coordinate, manage and monitor the education sector. The results will be measured through the following steps:

- conducting a **program baseline, midline and final evaluation** (delivered by an independent evaluation organization) to track progress from the baseline over the period of implementation and measure the impact of the program against the objective, outcomes and outputs;
- determining realistic targets for each of the program outcomes and outputs, with attention to the ESSP;
- ensuring complementarity with the MoECHE data systems and other regular or one-off data collection exercises conducted by development partners, wherever possible;
- establishing data collection and monitoring methods, including frequency of data collection, responsibilities for data collection, compilation, analysis, and data quality assessments;
- within the program components, strengthening the MoECHE data collection systems (for example, student learning assessments and school monitoring);
- focused studies/assessments/evaluations for measuring progress towards targets, including identification and analysis of impediments; and
- reporting⁶⁴ to the MoECHE, State MoEs and the ESC via the Program Management Committee (monthly) and Program Steering Committee (quarterly) to allow for adaptive programming. The program will formally report annually to the GPE Secretariat using the ESPIG annual implementation status reporting template. Knowledge products will be shared regularly with the ESC and Education Cluster members and target schools through regular knowledge sharing activities, including with other GPE programs in Somaliland and Puntland (subcomponent 4.3).

The systematic approach thus adopted will provide a clear roadmap for informed decision making throughout the program management cycle.

6.2 Summary of outputs and outcomes

The tables on the following pages summarize the program outcomes and outputs.

⁶⁴ The program will also report program progress as part of the planned ESSP quarterly reviews and annual Joint Review of the Education Sector (subcomponent 3.2) as per aid effectiveness principles.

Program development objective: improve equitable access to and quality of education outcomes for all Somali primary school children through strengthened system capacity to design evidence-driven ESSP reforms, and collaborate effectively with partners in their implementation

Table 12. Logical framework

Outcomes	Intermediate Outcomes	Outputs
Program Component 1: Increased equitable access to quality primary education for out-of-school children	1.1 Increased access to education for out-of-school children	1.1.1 Community and government primary schools receive school inclusion grants
	1.2 Strengthened capacity of community education committees	1.2.1 CEC harmonized policy and training package developed (promoting enrolment, inclusion, safety & learning)
		1.2.2 Sensitize, mobilize, train and support CECs and community members
1.3 Community actions towards improved school safety	1.3.1 Schools & CECs develop school security plans	
Program Component 2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes	2.1 Effective monitoring of Teacher Education and Management Policy	2.1.1 National teacher training coordination & knowledge sharing workshops
		2.1.2 Monitoring and coordination visits to teacher training providers by MoECHE officers
	2.2 Strengthened pre-service teacher training	2.2.1 TTIs & Special Education Resource Centers operational
	2.3 Increased access to teaching and learning materials linked to the National Curriculum	2.3.1 Distribution of teaching and learning materials linked to the new curriculum to all public and community-owned schools in five states

	2.4 Strengthened assessment framework	2.4.1 MLA standards for Grades 1-4 developed
		2.4.2 Minimum Learning Assessment (modified EGRA/EGMA) for Grade 1-4 Somali & Mathematics created and conducted
Program Component 3: Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector	3.1: Strengthened regulatory and monitoring system for private, community and government schools	3.1.1 Private School Policy approved
		3.1.2 Termly monitoring and support visits to schools
	3.2: Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking	3.2.1 State, regional and district education officers trained in 7 policies/guidelines
		3.2.2 Federal and Member State officers trained in SFMIS & planning
		3.2.3 Annual Joint Review of the Education Sector conducted
		3.2.4 Equipment & vehicle packages for Federal and Member State education offices
	3.2.5 GPE program implementation support to education authorities	
Program Component 4: Program monitoring, accountability and communication	4.1 Evaluation findings used for adaptive management	4.1.1 Baseline study conducted
		4.1.2 Mid-term study conducted
		4.1.3 Final evaluation conducted

	4.2 Functional monitoring system established	4.2.1 Set-up of a joint monitoring framework embedded in MoECHE's systems
	4.3 Program learning disseminated to relevant audiences	4.3.1 Knowledge sharing and communication of program learning
	4.4 Feedback and complaints received from beneficiaries to inform program improvement	4.4.1 Feedback and Complaints Response Mechanism operational

The table below indicates how the program results framework and indicators are connected to the ESSP indicators, as well as to the GPE's global indicators, where applicable.

Table 13. Linkages between ESPIG, ESSP 2018-2020 and GPE indicators

ESPIG outcomes and intermediate outcomes	ESPIG outcome and output Indicators	Related ESSP indicators (2020 target)	Related GPE Global Indicators
1: Increased equitable access to quality primary education for out-of-school children			
1.1 Increased access to education for out-of-school children	Percentage increase in gross primary enrolment disaggregated by sex Number of out-of-school children enrolled in targeted schools, disaggregated by sex, poverty, IDP and nomadic status	3.1a Primary GER (35%) 3.1.3.3. Number of children receiving scholarships (10,000)	7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age
1.2 Strengthened capacity of community education committees	% of targeted schools with operational CECs Number of CEC members trained, disaggregated by sex, role and type of training	3.1c % of schools with CECs (70%) 3.2.3.2 Number of schools with operational CECs (200) 3.1.3.5: # of schools with enrolment plans for disadvantaged children (200) 3.2.3.1 Appropriate CEC package available and in use	23. Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants <i>(considering the potential for school inclusion grants to be used for classroom rehabilitation/ construction if this is included in the school improvement plan)</i>
1.3 Community actions towards improved school safety	% of schools implementing actions to increase school safety Number of participants in safe school dialogues, disaggregated by sex and role	1.3 % of schools implementing Safe Schools Declaration (40%)	-
2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes			
2.1 Effective monitoring of Teacher Education and Management Policy	% of teacher training provider receiving annual monitoring visit Number of monitoring visits to teacher training providers	7.4b Policy and legal framework for training (enacted and disseminated)	-

2.2: Strengthened pre-service teacher training	Number of government TTIs operational Number of teachers trained, disaggregated by sex	3.2.1.3 Number of training centers (5) 3.1.3.2 # of teachers newly employed by 2020 (600)	22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants
2.3 Increased access to teaching and learning materials linked to the new National Curriculum	Pupil textbook ratio in targeted schools Number of textbooks purchased and distributed	3.2.2.2 Textbooks distributed to 100% of schools	21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants
2.4: Strengthened assessment framework	Minimum Learning Assessment (adapted EGRA/ EGMA) operational MLA standards developed	3.2.2.3 EGRA system operational	15. Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards 20. Proportion of grants supporting EMIS/learning assessment systems
3: Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector			
3.1: Strengthened regulatory and monitoring system for private, community and government schools	% of targeted schools receiving at least three monitoring visits per year Private School Policy developed	7.5 % of schools with supervision visits once a year (50%) 7.5.1.1 % of school supervisors utilizing new tools (100%) 7.5.1.2: # of states with logistical plans in place (5) 3.1.1. Private school licensing framework approved	

3.2: Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking	<p>% of MoECHE and State MoE staff with improved competencies</p> <p>Number of education officers trained, disaggregated by sex, role and type of training</p>	<p>7.1a % of MoECHE staff with improved competencies (80%)</p> <p>7.1.1.1: # of States receiving finalized policies (5)</p> <p>7.1.2.1: % of MOECHE offices utilizing financial accountability guidelines (100%)</p> <p>7.1.3.1: # of MOECHE offices rehabilitated and equipped (6)</p> <p>7.1.4.1 Report on skills assessment completed</p> <p>7.1.4.2 # of ministry employees who receive relevant training (50)</p> <p>7.1.4.4: # of 'parallel' TA working in parallel and supporting MoECHE (10)</p>	18. Proportion of joint sector reviews (JSRs) meeting quality standards
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6.3 Results framework matrix

Table 14. Outcome indicators and targets

ESPIG Outcomes and Intermediate Outcomes	ESPIG Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
1: Increased equitable access to quality primary education for out-of-school children							
1.1 Increased access to education for out-of-school children	% increase in gross primary enrolment disaggregated by sex	22.1% Male 24.5% Female 19.7%	-	Increase of 2 percentage points from baseline (1.6 for girls and 0.4 for boys will contribute to gender parity)	Increase of 4 percentage points from baseline (3.2 for girls and 0.8 for boys will achieve gender parity)	Annual school census	Annual
1.2 Strengthened capacity of community education committees	% of targeted schools with operational CECs	0	20%	30%	40%	School monitoring reports	Annual

ESPIG Outcomes and Intermediate Outcomes	ESPIG Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
1.3 Improved community awareness and actions for school safety	% of schools implementing actions to increase school safety	0	20%	30%	40%	School monitoring reports	Annual
2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes							
2.1 Effective monitoring of Teacher Education and Management Policy	% of teacher training providers receiving annual monitoring visit	0	100%	100%	-	Teacher training monitoring reports	Quarterly
2.2: Strengthened pre-service teacher training	Number of government TTIs operational	0	-	-	2	Teacher training monitoring reports	Quarterly
2.3 Increased access to teaching and learning materials linked to the new National Curriculum	Pupil textbook ratio in targeted schools	18:1 for Maths 17:1 for Somali		2:1 for all subjects		School monitoring reports	Annual
2.4: Strengthened assessment framework	Minimum Learning Assessment (adapted EGRA/EGMA) operational		Pilot conducted	MLA conducted		MLA report	Annual
3: Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector							
3.1: Strengthened regulatory and monitoring system for private, community and government schools	% of targeted schools receiving at least three monitoring visits per year	Not known	25%	35%	50%	School monitoring reports	Quarterly
3.2: Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking	% of MoECHE and State MoE staff with improved competencies	Not known		30%	60%	Pre- and post-training assessments	Biannually

Table 15. Output indicators and targets

ESPIG Outcomes and Intermediate Outcomes	Output Indicator	Baseline	2018/19	2019/20	2020/21	Source of data ⁶⁵	Frequency
Component 1: Increased equitable access to quality primary education for out-of-school children							
Subcomponent 1.1 School inclusion grants	Number of out-of-school children enrolled in targeted schools, disaggregated by sex, poverty, IDP and nomadic status	0	-	16,000 70% of new enrolments will be girls	16,000 (cumulative total 32,000) 70% of new enrolments will be girls (total 22,400) 60 children with special needs enrolled at SERC ⁶⁶	Enrolment and attendance records during school monitoring	Annually
	# of schools receiving school inclusion grants	0		800	800	School agreements	Annually
Subcomponent 1.2 Community education committee strengthening	Number of CEC members trained, disaggregated by sex, role and type of training ⁶⁷	0	4,000 annually	4,000 annually	-	Training reports	Quarterly
Subcomponent 1.3 Improved community awareness and actions for school safety	Number of participants in safe school dialogues, disaggregated by sex and role	0	16,000 annually	16,000 annually	16,000 annually	Training reports	Quarterly
2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes							
Subcomponent 2.1 Monitor the Teacher Education and Management Policy	Number of monitoring visits to teacher training providers	0	10	10	-	Teacher training monitoring reports	Quarterly
Subcomponent 2.2 Teacher training institutes	Number of teachers trained, disaggregated by sex	0	-	-	240 ⁶⁸	Teacher training monitoring reports	Quarterly
Subcomponent 2.3 Distribution of textbooks	Number of textbooks purchased and distributed	0	312,026	728,062		Distribution records	Quarterly
Subcomponent 2.4 Early grade assessment	MLA standards developed	No	Yes	-	-	MLA report	Annually
3: Enhanced capacity at Federal and Member State levels to							

⁶⁵ Verified by regular program monitoring and by an independent evaluation organization during mid-point and final evaluation.

⁶⁶ Under subcomponent 2.2.

⁶⁷ Roles may include teacher, principal, parent, religious leader or community leader. Type of training may include inclusion/school inclusion grants (2 days), safe schools (1 day) or CEC harmonized policy and package (5 days).

⁶⁸ In year 3 240 teachers will have completed the first year of a two-year diploma.

manage, monitor and regulate the education sector							
Subcomponent 3.1 Strengthened regulatory environment for private, community and government schools	Private School Policy developed	No	-	Yes	-	Document	Annually
Subcomponent 3.2 Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking	Number of education officers trained, disaggregated by sex, role and type of training	0	150	150	150	Training reports	Quarterly
4: Program monitoring, accountability and communication							
Subcomponent 4.1 Evaluation studies	Evaluation reports	NA	1 Baseline Report	1 Midterm Report	1 Final Evaluation	Document	Annually
Subcomponent 4.2 Monitoring activities	Number of monitoring visits to program locations	NA	10	10	10	Program monitoring reports	Quarterly
Subcomponent 4.3 Learning and communication	Number of knowledge products disseminated	NA	2 ⁶⁹	2	2	Document	Annually
Subcomponent 4.4 Feedback and Complaints Response Mechanism	Number of responses/complaints received	NA	0	1000	1000	FCRM reports	Quarterly

Table 16. Results Framework

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
1: Increased equitable access to quality primary education for out-of-school children							

⁶⁹ In addition to the three evaluation reports, the program will report annually to the GPE Secretariat using the ESPIG annual implementation status reporting template.

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
1.1 Increased access to education for out-of-school children	% increase in gross primary enrolment disaggregated by sex	22.1% Male 24.5% Female 19.7%	-	Increase of 2 percentage points from baseline (1.6 for girls and 0.4 for boys will contribute to gender parity)	Increase of 4 percentage points from baseline (3.2 for girls and 0.8 for boys will achieve gender parity)	Annual school census	Annual
	Number of out-of-school children enrolled in targeted schools, disaggregated by sex, poverty, IDP and nomadic status	0	-	16,000 70% of new enrolments will be girls	16,000 (cumulative total 32,000) 70% of new enrolments will be girls (total 22,400) 60 children with special needs enrolled at SERC	Enrolment and attendance records during school monitoring	Annual

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
	# of schools receiving school inclusion grants	0		800	800	School agreements	Annual
1.2 Strengthened capacity of community education committees	% of targeted schools with operational CECs	0	20%	30%	40%	School monitoring reports	Annual
	Number of CEC members trained, disaggregated by sex, role and type of training	0	4,000 annually	4,000 annually	-	Training reports	Quarterly
1.3 Improved community awareness and actions for school safety	% of schools with CECs trained to implement safe school modalities	0	20%	30%	40%	School monitoring reports	Annual
	Number of participants in safe school dialogues, disaggregated by sex and role	0	16,000 annually	16,000 annually	16,000 annually	Training reports	Quarterly
2: Enhanced quality of primary education to ensure grade-appropriate learning outcomes							

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
2.1 Effective monitoring of Teacher Education and Management Policy	% of teacher training providers receiving annual monitoring visit	0	100%	100%	-	Teacher training monitoring reports	Quarterly
	Number of monitoring visits to teacher training providers	0	20	20	-	Teacher training monitoring reports	Quarterly
2.2: Strengthened pre-service teacher training	Number of government TTIs operational	0	-	-	2	TTI monitoring reports	Quarterly
	Number of teachers trained, disaggregated by sex	0	-	-	240	TTI monitoring reports	Quarterly
2.3 Increased access to teaching and learning materials linked to the new National Curriculum	Pupil textbook ratio in targeted schools	18:1 for Maths 17:1 for Somali	-	2:1 for all subjects	-	School monitoring reports	Annual
	Number of textbooks purchased and distributed	0	312,026	728,062		Distribution records	Quarterly

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
2.4: Strengthened assessment framework	Minimum Learning Assessment (adapted EGRA/ EGMA) operational	0	Pilot conducted	MLA conducted	-	MLA report	Annual
	MLA standards developed	No	Yes	-	-	MLA report	Annually
3: Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector							
3.1: Strengthened regulatory and monitoring system for private, community and government schools	% of targeted schools receiving at least three monitoring visits per year	Not known	25%	35%	50%	School monitoring reports	Quarterly
	Private School Policy developed	No	-	Yes	-	Document	Annually (once)
3.2: Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking	% of MoECHE and State MoE staff with improved competencies	Not known	-	30%	60%	Pre- and post-training assessments	Biannually

ESPIG Outcomes and Intermediate Outcomes	ESPIG Outcome & Output Indicators	Baseline	2018/19	2019/20	2020/21	Source of data	Frequency
	Number of education officers trained, disaggregated by sex, role and type of training	0	150	150	150	Training reports	Quarterly
4: Program monitoring, accountability and communication							
Subcomponent 4.1 Evaluation studies	Evaluation reports	NA	1 Baseline Report	1 Midterm Report	1 Final Evaluation	Document	Annually
Subcomponent 4.2 Monitoring activities	Number of monitoring visits to program locations	NA	10	10	10	Program monitoring reports	Quarterly
Subcomponent 4.3 Learning and communication	Number of knowledge products disseminated	NA	2	2	2	Document	Annually
Subcomponent 4.4 Feedback and Complaints Response Mechanism	Number of responses/complaints received	0		1000	1000	FCRM database	Quarterly

6.4 Conclusion

The design of the ESPIG program is highly aligned and coordinated both with the Federal Government of Somalia ESSP 2018-2020 as well as the GPE priorities and indicators. The data and reports stemming from the program will not only provide valuable information for the implementation and ongoing adaptation of activities based on adaptive management approaches, but they will also provide key metrics for reporting upon the ESSP and GPE. For additional details on monitoring and evaluation, please refer to Section 9.

Section 7 – Modalities and Implementation Arrangements

7.1 Introduction

The Somalia Federal Ministry of Education, Culture and Higher Education (MoECHE) has the overall responsibility for managing the education system in the country. The Ministry is responsible for policy development, preparing national plans for roll-out and for the monitoring and implementation of their implementation.

This program is a partnership between the MoECHE and GPE, with CARE as the selected Grant Agent. Thus, a partnership agreement that defines the roles and responsibilities of the Ministry and the Grant Agent will be developed and signed during the application process. The program anticipates similar partnership agreements with the State MoEs. The MoECHE and the Grant Agent will co-design and co-implement activities in collaboration with the Federal Member State MoEs, regional and district offices and communities. Implementation processes will be closely coordinated with development partners to ensure complementarity, leverage capacity and resources, and avoid duplication of efforts.

The Federal Government structure in Somalia is still evolving as the federal constitution that defines the role of different levels of government is yet to be finalized. However, there is an existing MoU between the Federal Government of Somalia and the Member States in which the roles of the different levels of government in the delivery of education services in the country were agreed upon. All states are signatories of the MoU, which will provide the basis for the collaborative arrangements for ESPIG-funded activities. CARE as the Grant Agent will establish a program management unit (PMU), which will be embedded in the MoECHE office in Mogadishu and liaise directly with ESPIG-funded positions at State level. The role of each party under the ESPIG is defined below.

Role of MoECHE: The Somalia Federal Government MoECHE will have the ownership and co-responsibility for the design and implementation of activities. The Director General (DG) in collaboration with the relevant directorate of the Ministry will be the focal point for program delivery. The following structures will be involved in the governance and management of the ESPIG.

Table 17. Governance structures involved in the management of the ESPIG

Mechanism	Members	Role	Frequency
Program Steering Committee	1. Federal Minister of Education, Ministers of Education in regional states, Coordinating Agency, Grant Agent Country Director/Deputy, and three representatives from the LEG for coordination and complementarity.	Governance of the program: strategic direction, oversight, guidance and high-level risk management. Monitor and facilitate effective working relationships between the grant agents and the MoECHE. It is proposed that a single Steering Committee be set up jointly by all program partners contributing to the ESSP to increase efficiency and coordination.	Quarterly
Program Management Committee	2. MoECHE DG and heads of relevant departments; DGs from Federal Member States, Grant Agent Program Director	Management of the program activities. Allows for collaborative processes between the Grant Agent and the MoECHE for co-design and co-management of activities, and for MOECHE to take the lead in the actual planning and implementation, assisted by the Grant Agent.	Monthly and if/when needed.

Mechanism	Members	Role	Frequency
Technical Working Groups-QAS, teacher training, system strengthening	3. Technical specialists MoECHE at Federal level; technical staff of the Grant Agent with expertise in the area.	These smaller groups will focus on ensuring technical quality and learning	Quarterly basis (shorter frequency may be considered on a need basis)

Role of PMU: The PMU will include a Program Director, Monitoring and Evaluation Specialist, Education Technical Advisor, Technical Advisor – finance and procurement and GPE Coordinator. The unit will be responsible for technical oversight and support to the MoECHE, coordination with partners, financial and administrative management of the ESPIG, monitoring of program activities and reporting to GPE.

Role of State MOEs: Through its existing structures at the central, regional and district levels, the state MOEs will be responsible for the implementation of the grant in their respective states based on an approved implementation plan developed by the MoECHE. The Regional Education Officers (14 REOs) and Quality Assurance Officers (14 QAOs) as well as staff in relevant Directorates will be seconded to the program and will lead field activities in their respective states. Since the capacity at this level needs to be improved, the Grant Agent will attach two Senior Education Officers to support the delivery of the grant both at regional and district levels.

In each Member State there will be a Program Committee that will coordinate program activities in the State and link up with the National Steering Committee. The members will include the DG (chairperson), REOs, departmental heads and Grant Agent staff. The committees at the State level will meet on a quarterly basis. The structure will be defined in the partnership agreement between the MoECHE and the Grant Agent. The minutes of the committees will be shared with the Program Steering Committee.

The Role of Grant Agent (GA) Country Office Management: GA country office has a senior management team composed of program, finance and operations units under the leadership of the Country Director. These units have the overall responsibility for technical quality, compliance, security, and risk management of the country office grants, including the ESPIG. The team will supervise the PMU and other program staff related to ESPIG and ensure timely delivery of the program activities. The PMU will manage relationships with the Federal Government and the State MoEs as well as the education sector partners to ensure smooth implementation of the grant. The Country Director or his/her designate will be members of the Program Steering Committee that has oversight of the program. The Program Coordinator will provide support to the Program Director, responsible for day to day delivery of the grant, and ensure complementarity with other CARE projects, thus leveraging resources and learning.

The Role of CARE USA: CARE USA's Education Unit, working in close coordination with CARE Somalia, will provide technical and financial management support to PMU activities, and will be responsible for the general oversight of compliance and technical quality requirements. The PMU will receive support from CARE USA's Senior Education Technical Advisor and a Senior M&E Technical Advisor, including remote and on-site technical assistance. Technical assistance will be coordinated with the technical support to other initiatives in Somalia and globally, ensuring cross-sharing of lessons learned and leveraging emerging findings for decision-making and coaching/training. Compliance and contract management requirements will be reviewed by the Education Team's Contract Manager.

The Role of Concern Worldwide: Concern Worldwide, an international NGO with extensive education experience in Somalia and globally, will be subcontracted to deliver a number of interventions in two regional states (Banaadir and Southwest) where they have strong and established operational

presence. The subcontract will strengthen program implementation in this challenging context. They were selected based on their strong footprint in these two regional states and their extensive experience in the primary subsector. Concern will be sub-contracted to do the following activities: a) construction of one TTI; b) procurement and distribution of textbooks in South West and Banaadir; c) school inclusion grants in South West and Banaadir; and d) school monitoring and support visits to schools in South West and Banaadir.

Program adaptation will be driven by data from monitoring and evaluation activities, operational concerns, critical risk issues (for example, security problems), contextual changes (for example, other development partner activities) and program evaluation activities. The monthly Program Management Committee meetings will consider rapidly emerging issues and will approve any minor adaptations to program activities suggested by the PMU and Technical Working Groups. More significant changes to program modalities, scope and scale will be discussed and agreed at the Program Steering Committee. All changes will be recorded in quarterly and annual reporting. Major changes in program direction will be discussed with the Coordinating Agency and GPE prior to implementation.

Fiduciary controls

The internal control procedures for cash and bank management are contained in CARE's Treasury Manual. All project funds received by CARE Headquarters are transferred in USD to the CARE Somalia Country Office in Nairobi, based on monthly cash flow forecasts. All project funds are pooled into a USD bank account administered from the Nairobi office. The Somalia Field Offices, located in the regions where the project activities are undertaken, receive funds each month from Nairobi based on monthly forecast cash flows. All disbursements to the Somalia Field Offices are made in USD.

At expenditure level each expense is tracked by a unique code known as a fund code. This is used to monitor the expenditure through the monthly budget versus actual analysis (BVA). The BVA reviews are done jointly by programs, operations and grants staff to ensure validity and accuracy. Issues arising are discussed and an implementation plan developed and closely monitored. Financial reports will be provided to the GPE based on the contract reporting requirements.

Disbursements to the sub-contractors are made in accordance with the conditions of the respective sub-contract. The sub-contract established under this program will consider the GPE requirements as well as CARE's standard format. Sub-contracts will take into consideration the requirements of the CARE Sub-Award Management policy, which governs all aspects of sub-award management.

A dedicated sub-grants team ensures strong systems in sub-award management. In line with the Sub-Awards Management Policy, CARE Somalia has taken the following steps to mitigate risk of aid diversion and misappropriation:

- Partners/sub-contractors and select key staff are vetted against the various lists maintained by government and multilateral institutions of individuals and the Bridger software. This software searches not only the prominent lists maintained by the United States Government, but of the UN and many other national and international agencies, to ensure that no material support is provided to any prohibited person or entity.
- Partners/sub-contractors are selected for their reputation with a good track record and fully accepted by the local authorities and communities. Partner capacity is also reviewed through references from prior donors and peers, review of audit reports and organizational capacity information.
- CARE uses a rigorous organizational capacity assessment and due diligence tools in its sub-contracting process.

After the sub-contracting process is concluded, additional training and capacity building activities are undertaken to improve any areas of weakness identified in the pre-award assessments. These include:

- pre-award workshops prior to implementation commencement;

- on-the-job training and mentoring during the implementation period through feedback from monitoring visits and technical training based on needs identified and project plans; and
- review meetings during implementation and at the close of sub-contracts to enhance shared learning and incorporate lessons into improving programming.

For sub-contracts, the disbursement will be based on the Annual Workplan and Budget and dependent on appropriate acquittals, tranches will be disbursed by sub-contract to MoECHE and Concern Worldwide by the CARE Somalia Country Office. The disbursement for Concern will include any management and administration costs identified in the Annual Workplan and Budget. The Agency Fee will be disbursed to CARE as per the schedule in the contract. CARE has a system of ongoing monitoring and quality assurance to ensure that program activities are sound in terms of quality and that there is strong accountability for resources spent. Program equipment and tools issued to partners/sub-grantees are verified/certified regularly. Liquidations are done on a monthly basis and the documents reviewed by both program staff and sub-grants staff. Any errors or omissions are clarified with the partner/sub-grantee and only eligible transactions are processed. Apart from the first advance, all subsequent advances are based on successful liquidation of the previous advance, to the level agreed in the sub-agreement, usually 75%. The Country Office Risk and Compliance Unit (RCU) performs periodic audits and other verification activities designed to ensure that CARE funds and those sub-contracted to the partner organizations, and in the case of this program to the MoECHE, are spent in accordance with the agreements, according to the defined objectives, and in compliance with GPE rules and regulations. Final audits/reviews are conducted at the end of the sub-contract to ensure there are no underlying liabilities and any disallowed costs are recovered from the final payment to the partner.

CARE has a zero tolerance on fraud and corruption. A fraud awareness and reporting policy gives detailed guidance on how suspected fraud is to be reported to donors and investigated. A whistleblowing mechanism is in place and all CARE staff, partners, vendors and other stakeholders are encouraged to report fraudulent activities, with the option of doing so anonymously. All reported fraud or misuse of funds are investigated by a team led by CARE USA Legal and Internal Audit departments in line with the CARE International Policy on Fraud and Corruption – Awareness, Prevention, Reporting and Response, as described below:

- a) CARE carries out an investigation to establish the credibility of the allegations.
- b) If the allegation is credible, the donor will be informed and the PSC will be convened to discuss and agree on the next steps.
- c) CARE will take appropriate measures as provided for in the policy of CARE International.

At all times, CARE will exercise the same degree of fiduciary control and diligence in the discharge of its functions with regard to the ESPIG and with respect to the administration and management of its own resources for the Somalia country programs.

7.2 The modality for ESPIG support

The ESPIG will be financed through a grant provided by the Global Partnership for Education (GPE), using the model of financing a project in support of the ESSP. The selection of this model is underpinned by the principle of aid effectiveness as well as consideration of the management and fiduciary capacity of the MoECHE. Limited funding to the sector, the fragility of the system and the enormous scale of the country's needs do not allow for any other funding modality. Given the above mentioned challenges in terms of country systems and implementation capacity, program preparation is being carried out in close coordination with other education development partners through a participatory process that promotes coordination, complementarity and strong country ownership. The Steering Committee will be chaired by the Federal Minister of Education, with membership from other key education partners and the Education Sector Committee at Mogadishu, State and Nairobi levels, thus ensuring close coordination of support by development partners.

7.3 Disbursement modalities

CARE as the Grant Agent will receive funds from GPE in line with the grant agreement for the implementation of planned activities. CARE will subcontract Concern to implement planned activities for specific subcomponents and locations and will provide sub-grants to the MoECHE and Member State MoEs to carry out activities in line with the Implementation Plan. In line with GPE grant rules, CARE will apply its existing financial management procedures and standards with regards to the procurement of goods, services and works under this grant as well as sub-contracting partners to support the implementation of planned activities in collaboration with the MoECHE and State MoEs. For example, CARE will conduct an initial fiduciary and capacity assessment of sub-grantees and contractors prior to disbursement and subsequent annual reviews. CARE's financial management procedures and standards will also be applied to sub-grants allocated to the MoECHE and State MoEs for the implementation of activities. A calendar of disbursements will be included in the Program Annual Workplan.

Table 18. Disbursement modalities by subcomponent

GPE Project Budget Summary		Disbursement Modality						
		Year 1	Year 2	Year 3	MOECHE	MOE STATES	CONCERN	CARE
					Sub-contracting	Sub-contracting	Sub-contracting	Direct implementation
Component 1 Increased access to education for out-of-school children								
Sub-Component 1.1: School inclusion grants	3,580,700	100,700	1,740,000	1,740,000	1,200	56,000	1,528,860	1,994,640
Sub-Component 1.2: Community education committees strengthening	609,500	100,600	338,700	170,200	387,800	200,300	-	21,400
Sub-Component 1.3: Improved community awareness and actions for school safety	456,000	152,000	152,000	152,000	-	456,000	-	-
Total Component 1	4,646,200	353,300	2,230,700	2,062,200	389,000	712,300	1,528,860	2,016,040
Component 2 : Enhanced quality of primary education to ensure grade appropriate learning outcomes								
Sub-Component 2.1: Monitor the Teacher	231,400	81,800	81,800	67,800	69,400	-	-	162,000

Education and Management Policy								
Sub-Component 2.2: Teacher training institute	2,517,800	32,800	2,101,000	384,000	403,600	34,200	1,219,500	860,500
Sub-Component 2.3: Distribution of text books	2,762,420	856,726	1,905,694	-	40,000	-	1,088,968	1,633,452
Sub-Component 2.4: Early grade assessment	225,900	117,300	108,600	-	55,600	-	-	170,300
Total Component 2	5,737,520	1,088,626	4,197,094	451,800	568,600	34,200	2,308,468	2,826,252
Component 3 Enhanced capacity at Federal and Member State levels to manage, monitor and regulate the education sector								
Sub-Component 3.1: Strengthened regulatory environment for private, community and government schools	1,758,700	714,650	531,550	512,500	1,317,500	-	360,000	81,200
Sub-Component 3.2: Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking	2,392,260	1,074,987	658,637	658,637	1,875,460	20,000	-	496,800
Total component 3	4,150,960	1,789,637	1,190,187	1,171,137	3,192,960	20,000	360,000	578,000

Total component 4	501,320	200,767	155,107	145,447	42,000	-	-	459,320
Component 5: Agency Implementation cost								
Total component 5	2,864,000	859,200	859,200	1,145,600	-	-	671,493	2,192,507
	17,900,000	4,291,529	8,632,287	4,976,183	4,192,560	766,500	4,868,821	8,072,119

Table 19. **Share of budget by recipient**

Recipient	Disbursement modality	Value (US\$)	Percentage of total budget
MoECHE	Sub-contract	4,192,560	41%
State MoEs	Sub-contract	766,500	8%
Concern Worldwide	Sub-contract	4,868,821	48%
Independent / external evaluation agent	Sub-contract	313,520	3%

7.4 Program Component 1: Modalities and implementation arrangements

7.4.1 Subcomponent 1.1: School inclusion grants (US\$3,580,700)

The modalities of this subcomponent will be a) a participatory workshop; b) procurement of printed materials; c) sub-grants to Member State MoEs for school and community mobilization visits; and, d) procurement of mobile money agent/s for delivery of school inclusion grants. In two States, Concern will be sub-contracted to deliver this activity.

School inclusion grants will be calculated to an agreed formula developed and agreed with the MoECHE and State MoEs during year 1, which may take into account the size of school, size of population, ability of the school to absorb additional children, current and planned investments in the school, track record in inclusion and regional poverty and exclusion indicators (noting the scarcity of data on out-of-school children). All types of schools providing primary education will be eligible for grants if they and their community agree, including community, integrated Qur'anic, government, NGO and IDP center schools, but focusing primarily on public and community-owned schools. The targeting will only include private for-profit schools, however, in cases where there is no other option for the enrolment of out-of-school children.

The funds for school inclusion grants will be released subject to: (1) development of the national guidelines for school grant implementation and associated handbook for schools; (2) verification that schools and their communities have been informed and assessed; (3) a representative CEC existing and having been trained; (4) an inclusion plan having been agreed by the CEC identifying activities to promote enrolment; and (5) the school and the CEC having signed a grant agreement.

The school inclusion grant agreement will include: (1) that the grant be provided on a non-reimbursable basis; (2) the obligation of the school to carry out the agreement, including maintaining adequate records as per the guidelines; (3) all schools receiving the grants will be required to implement the national curriculum, within an adequate transition period to be determined by MoECHE and State Ministries; (4) the right of the MoECHE and the program to inspect the school, meet parents and children and view any relevant documents; (5) the right of the program to suspend or terminate the grant and other program interventions upon the failure of the school to properly use the grant; and (6) the obligation of the school to act in compliance with the relevant anti-corruption law.

Schools will receive a planned annual monitoring visit funded under Subcomponent 3.1 and spot-checks as necessary. Disbursement will be via mobile money, utilizing an agent/s procured in line with the Grant Agent's procurement rules. This subcomponent will be implemented in two of the states through a sub-contract with Concern, leveraging the existing coverage of their activities.

7.4.2 Subcomponent 1.2: Community education committee strengthening (US\$609,500)

Intervention modalities include: mapping and consultation workshop; participatory intervention design workshops (writing and editing); regional consultation workshops, coordination meetings, procurement of translation, graphic design and printing service, media, and short trainings of trainers and CEC members.

CEC trainings will be carried out in coordination with other partners, and conducted directly by DEOs trained by MoECHE, though sub-grants provided to the MoECHE and State MoEs.

7.4.3 Subcomponent 1.3: Improved community awareness and actions for school safety (US\$456,000)

The modality of this element of support to mobilize communities to increase school safety is district- and school-level dialogues conducted as participatory workshops, facilitated by REOs and DEOs, as part of sub-grants provided to State MoEs.

7.5 Program Component 2: Modalities and implementation arrangements

7.5.1 Subcomponent 2.1: Monitor the Teacher Education and Management Policy (US\$231,400)

Modalities for this subcomponent are national workshops, logistics for monitoring visits and technical advice. The MoECHE will lead the organization and facilitation of workshops and visits, supported by program staff and by a technical advisor specialized in teacher education and management. Visits will be funded through a sub-grant to MoECHE. The program will also coordinate with relevant development partners and implementing NGOs through the ESC and Education Cluster to ensure there is no duplication of activities and manage timelines with related activities (for example, the finalization of the Teacher Education and Management Policy). Key partners for coordination will include the EU, Africa Educational Trust, UNICEF and USAID.

7.5.2 Subcomponent 2.2: Teacher training institutes (US\$2,517,800)

The modalities of this subcomponent will begin with planning and consultation meetings including site selection and community engagement. These visits and workshops will be funded through a sub-grant to MoECHE and will be supported by CARE and Concern. State MoE's will be highly involved.

Later activities are predominantly procurement of architectural services, construction, equipment, vehicles and materials. CARE will procure construction services for one of the TTIs, while the other will be constructed through the sub-contract with Concern, leveraging Concern's strategic footprint.

To support the establishment of the new campuses, the program will fund running costs and recruitment, deployment and salaries of teacher trainers, special education teachers and administrative staff through sub-grants to MoECHE, Ministry of Finance or TTIs as appropriate⁷⁰. Operational costs and the scholarships for children with disabilities will be funded by a sub-grant to the TTIs.

Payment of salaries will be through the Ministry of Finance payroll system and follow existing pay scales and any incentives agreed with the ESC. The program will work with the MoECHE, Member State MoEs and development partners to secure student teacher scholarships and operating budgets for subsequent years.

7.5.3 Subcomponent 2.3: Distribution of textbooks (US\$2,762,420)

The textbooks and associated teacher guides have been developed by subject matter specialists under the supervision of MoECHE. The program will set up a curriculum panel to review the quality of the textbooks in line with the national curriculum's requirements; purchase the textbooks and teacher guides; and fund the distribution of the textbooks and teacher guides to schools at estimated rate of \$0.50 per textbook. This subcomponent will be implemented by CARE and through a sub-contract with Concern, leveraging the existing footprint of this organization. The textbooks will be procured through an international competitive tender in line with CARE USA's procurement policy. MoECHE and the representatives of the Federal states will be part of the procurement committee. CARE will conduct spot checks jointly with MoECHE to verify actual delivery on site.

⁷⁰ A decision on TTI staff salary payment will depend on a fiduciary assessment and discussions with MoECHE, ESC and MoF during the planning stage. Where possible, FGS systems will be utilized.

7.5.4 Subcomponent 2.4: Early grade assessment (US\$225,900)

An international technical adviser with expertise in learning assessment design and implementation will be deployed at key points in the activities, working in coordination with CARE's education advisors. The program will support the MoECHE to organize writing and editing workshops through its sub-contract. MoECHE will support CARE during the pilot assessment. CARE will then support MoECHE through its sub-contract to manage logistics for the full implementation of the national assessments in Member States. The program will procure tablets and select, hire and train approximately 50 temporary enumerators⁷¹. The MoECHE will organize knowledge sharing workshops at the national and Member State level.

7.6 Program Component 3: Modalities and implementation arrangements

7.6.1 Subcomponent 3.1: Strengthened regulatory environment for private, community and government schools (US\$1,758,700)

Modalities for this subcomponent include:

- sub-grants and support to help develop the Private School Policy, two three-day consultation workshops, procurement of translation, printing and dissemination, and sub-grants for a media campaign and launch;
- technical assistance to help review quality assurance tools and guidelines through two five-day workshops led by the MoECHE, annual three-day training workshops for 100 regional, district and private school staff;
- funding of 3,000 school visits per year (to 1,000 schools) for inspection, policy dissemination, CEC training and support and delivery of learning materials. This activity will be supported in one Member State (South West) and Banaadir through the sub-contract with Concern, leveraging existing activities/ coverage for maximum impact; and
- procurement of tablets, software and support for school monitoring report data collection, reporting and storage.

The consultation workshops will be organized and led by the MoECHE, supported by program staff. These will include all private school organizations, faith-based partners, NGOs supporting schools and State MoEs. The program may provide a neutral facilitator with experience in private-state partnerships and the process will be participatory. There will be adequate time for discussing the shared vision for the education sector, building effective relationships, and the roles and obligations of the various stakeholders. The consultation will build on the previous successful involvement of stakeholders in the development of the ESSP and ESC meetings. Verification of the number of school visits per year will be required – it is intended that all schools will be visited by DEOs, QAOs and representatives of private schools.

Finally, the subcomponent includes salary and related benefits for 14 REOs and 14 QAOs who are essential for the success of the school monitoring and other program-supported activities. Salary will be at approved civil service levels and may include ESC agreed incentives. The salaries budgeted conform to the agreed pay scale for the REOs and QAOs (\$500 per month). This was the rate paid in the previous GPE program and is in line with salary rates paid by other projects (as mentioned under

⁷¹ Male and female enumerators for early grade assessments will usually be recent graduates and are selected on their ability to interact well with young children and put them at ease.

4.11.1 above, a current NORAD-funded initiative supports DEO salaries at a \$500/month rate). The salaries of targeted staff will be paid through the MoECHE. The Ministry will prepare the payroll and send the salaries directly to staff accounts every month. The staff will sign performance-based contracts and will be required to submit monthly timesheets.

7.6.2 Subcomponent 3.2: Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking (US\$2,392,260)

Modalities for this subcomponent include:

- training of Member State MoE officials and representatives of private schools in federal policies;
- biannual state-level and private school network training and policy orientation workshops;
- printing and distribution of copies of the policies;
- biannual visits to Member States by the MoECHE to conduct training and policy orientation;
- funding for the dissemination of policies through district workshops funded by sub-grants to State MoEs;
- funding for quarterly education reviews of progress on the ESSP; and
- establishment of GPE learning forums involving role players and stakeholders from Puntland and Somaliland.

The training and orientation events will be organized and led by the MoECHE, supported by program staff, and funded through sub-grants to the Ministry. The program will procure national technical assistance (one short-term consultant and three long-term consultant technical advisers embedded at MoECHE) and translation, printing and dissemination services for this subcomponent.

Additionally, the program will procure equipment and vehicle packages to improve operational capacity at the Federal and State levels based on a rapid assessment of needs. Annual sub-grants for vehicle maintenance, office supplies and communication costs will assist ministries. Finally, the grant will fund top-up incentives (\$250/month) for 25 senior officers at MoECHE and State MoEs through a sub-grant to the MoF or via the or the RCRF multi-donor trust fund, dependent on discussions with ESC.

7.7 Program Component 4: Modalities and implementation arrangements

7.7.1 Subcomponent 4.1: Evaluation studies (US\$313,520)

An international consultancy will be contracted by the Grant Agent and vetted by the Steering Committee. A local data collection firm will be contracted to gather data under the supervision of the international consultants. Technical reports and reader-friendly summary reports will be produced and in-country presentations organized for the MoECHE and Member State MoEs.

7.7.2 Subcomponent 4.2: Monitoring activities (US\$60,000)

Modalities for this subcomponent include:

- development of the monitoring framework (methodology, sampling procedures, tools, data management and analysis procedures);
- funding for logistics (managed by CARE)
- training of seconded staff on the monitoring framework;
- production of monitoring reports.

Technical assistance for this activity will be provided by a TA under the PMU (subcomponent 3.2), by the head of M&E at CARE Somalia and by CARE USA's Senior M&E Advisor.

7.7.3. Subcomponent 4.3 Learning and communication (US\$97,000)

Modalities for this subcomponent include:

- training and coaching of seconded staff to identify and package emerging results and lessons learned; and
- production of learning briefs, articles and short communications in print and web/social media format for dissemination.

Emerging products will be disseminated through reviews and meetings listed under the modalities for subcomponent 3.2. Technical assistance for this activity will be provided by the M&E TA under the PMU and by program quality staff from CARE Somalia.

7.7.4. Subcomponent 4.4 Feedback and Complaints Response Mechanism (US\$30,800)

Modalities for this subcomponent include:

- design and implementation of the FCRM mechanism, which includes the purchase of the mobile phones, telecommunication lines, internet and SMS packages;
- a guideline on protocols and standards process for managing the FCRM;
- internal training/coaching of team members managing the FCRM; and
- printing of information sharing material for the FCRM such as banners, posters, etc.

7.8 Program Component 5: Program management

The GA total program management costs will be USD 2,864,000, which is 16% of the MCA (USD 17,900,000). This will cover staff salaries and benefits, travel and operational costs of staff assigned to the project. See also section 4.13 above.

7.9 Implementation modalities summary

Table 20. Summary of implementation modalities, partners, location and budget allocation

Subcomponent	Activity	Modality	Location	Budget (US\$)
1.1 Increased access to education for out-of-school children	1.1 Community and government primary schools receive school inclusion grants	Subcontracting and direct implementation	Mogadishu and States	3,580,700
1.2: Strengthened capacity of community education committees	1.2 CEC harmonized policy and training package developed (promoting enrolment, inclusion, safety & learning)	Subcontracting and direct implementation	Mogadishu and States	609,500
1.3: Community actions towards improved school safety	1.3 Schools & CECs develop and follow-up on safety and security action	Subcontracting	Mogadishu and States	456,000
2.1 Effective monitoring of Teacher Education and Management Policy	2.1 National teacher training coordination & knowledge sharing	Subcontracting and direct implementation	Mogadishu and States	231,400
2.2: Strengthened pre-service teacher training	2.2.1 TTI & Special Education Resource Center operational	Subcontracting and direct implementation	Mogadishu and States	2,517,800
2.3 Increased access to teaching and learning materials linked to the new curriculum	2.3.1 Purchase & distribution of textbooks and teacher guides	Direct implementation and Subcontracting	Mogadishu and States	2,762,420
2.4: Strengthened assessment framework	2.4 Minimum Learning Assessment (modified EGRA/EGMA) for Grade 3 Somali & Mathematics created and conducted	Subcontracting and direct implementation	Mogadishu and States	225,900
3.1: Strengthened regulatory and monitoring system for private, community and government schools	3.1.1 Private School Policy approved	Subcontracting and direct implementation	Mogadishu and States	1,758,700

3.2: Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking	Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking	Subcontracting and direct implementation	Mogadishu and States	2,392,260
4.1 Evaluation findings used for adaptive management	Evaluation studies	Subcontracting	Mogadishu and States	313,520
4.2 Functional monitoring system established	4.2 Monitoring activities	Subcontracting and direct implementation	Mogadishu and States	60,000
4.3 Program learning disseminated to relevant audiences	4.3 Learning and communication	Direct implementation	Mogadishu and States	97,000
4.4 Feedback and Complaints Response Mechanism (FCRM)	4.4 Feedback and Complaints Response Mechanism (FCRM) reports	Direct implementation	Mogadishu and States	30,800

Section 8 – Risk Identification and Mitigation

8.1 Introduction

Somalia, and in particular the areas targeted under the ESPIG, remains an unstable and fragile context. Insecurity, recurrent shocks linked to climate change and migration pose a challenge to program implementation, requiring a highly flexible approach and identification of emerging trends to allow for meaningful activities and impact. Program design takes into consideration the effects of these factors not only on the short term (implementation) but also on the uptake of activities, impact levels and sustainability.

In this section a conflict analysis and a program risk matrix are presented.

8.2 Conflict analysis

The Composite Security Index for South Central Somalia in 2012 was 32.8%, and the primary school net enrolment rate (NER) was 18% during the same period⁷². Findings from a study⁷³ on the relationship between conflict and education in South Central Somalia commissioned by UNICEF in 2014 identified key drivers of conflict and their links with education. The study identified weak governance and corruption, resource-based competition, clan identity, breakdown of social norms, acceptance of the use of violence and migration of IDPs to urban areas as some of the key drivers of violence. These have affected access to education for minority groups, nomadic communities and IDPs, and have resulted in the absence of state education provision, elite capture of education resources and underfunding of education services as the government is unable to generate sufficient tax revenues.

The ESPIG scope is informed by this analysis. The program seeks to expand access for marginalized groups – IDPs, rural populations, minority groups, and to all areas recently liberated from Al-Shabaab. Efforts to expand access will be associated with capacity building of regional and district officials to improve the efficiency of local governance structures such as CECs and support inclusive approaches at community level. The program will also contribute to building synergies with development agencies and privately-owned learning facilities to support the provision of services to some of the most vulnerable groups. The program will contribute to the development and implementation of a CEC policy, seeking to leverage grassroots efforts of rebuilding the social fabric to strengthen the education system, while also mainstreaming principles of equitable access, child protection, conflict-sensitiveness and gender-transformative perspectives. The identification of learning gaps through the use of a minimum learning achievement (MLA) framework will contribute to improving the acquisition of foundational skills by young people, increasing the likelihood of future wage earning and self-employment and reducing the risk of engagement in conflict.

8.3 Risk matrix

The risk matrix below provides a description of general risks that may arise during the life of the program, together with mitigation measures considered by the Grant Agent. In this risk matrix conflict-related and other risks (before and after mitigation measures are taken) are rated as follows:

⁷² Federal Government of Somalia – Ministry of Education, Culture and Higher Education. Education Sector Analysis 2012- 2016

⁷³ Barakat, Connolly, Hardman, Lewis, Lineker, Menkhaus, Rzeszut and Shanks (2014) *Beyond Fragility: A Conflict and Education Analysis of the Somali Context*. York: The University of York.

- H = high risk
- M = medium risk
- L = low risk

Table 21. Risk Matrix

Risk	Risk rating before mitigation	Mitigation measure	Risk rating after mitigation
Deterioration of the security situation preventing regular access to MoEs in Federal Member States	H	<p>CARE has well established security procedures in place. A Security Advisor is responsible for the security protocols and procedures. On the ground, CARE maintains regular contact with local authorities, community leaders and agencies operating in the area. Most field-based staff are Somali speakers, mostly from the region allowing for easier access and acceptance.</p> <p>However, this mitigation measure does not address exogenous risks related to the persistent conflict – particularly in rural areas of Somalia – over which the GA has no control.</p>	H
Escalation of violence undermining the impact of the program, through school closures; attacks against schools and students resulting in dropout; loss of education materials and infrastructure	H	<p>The ESPIG prioritizes the engagement of communities through CECs to build a broad support base for education. The engagement of religious leaders and community leadership in a social change movement has proved to be an effective strategy to prevent attacks against schools.</p> <p>However, the success of this mitigation measure is dependent on the extent of any increase in conflict, which is not predictable.</p>	H
Political instability reducing level of commitment to the program	M	<p>Extensive consultation with MOECHE/ state MOEs and other government stakeholders to ensure a broad ownership base; briefings to new officials in case of turnover.</p> <p>However, the effectiveness of this mitigation measure is dependent on continued relative political stability, which the Grant Agent cannot control.</p>	M
Economic constraints on MoE operations caused by deteriorating macroeconomic conditions and reductions in government budgets	H	<p>Payment of salary for key personnel, provision of essential operational equipment and logistical support for school monitoring. Professional development and coaching for MOECHE/ state staff on financial planning. Regular dialogue with FGS in preparation for program sustainability.</p>	H
Delays in donor funding affecting program impact, as many of the proposed activities are conducted in collaboration with other initiatives	M	<p>Build MOECHE/ state MOEs' staff capacity to work in coordination with donors / development partners to identify</p>	L

Risk	Risk rating before mitigation	Mitigation measure	Risk rating after mitigation
		potential delays in a timely manner and adjust proposed activities to avoid major impact.	
Inadequate capacity of MOECHE/ state-level MOE staff to support the program	M	Activities have a strong focus on capacity building, complement existing efforts and leverage local capacities. However, it should be noted that staff turnover can be high, particularly among trainees who have received high-level training – for example, only 14 out of 24 MOECHE officers who graduated from EU-funded master or postgraduate diplomas are still working for the MoECHE.	M
Operational complexity, with multiple interventions in many locations and inclusion of multiple partners in a highly challenging context	H	Recruit and deploy sufficient program staff, including additional technical capacity deployed from CARE USA. Strategic use of sub-contractor (Concern) as additional field capacity. Robust coordination mechanisms with states and partners. Adequate phasing of program activities and adaptive programming with regular reviews of program capacity and deliverables.	M
Limited availability of data for decision-making	H	Coordination with development partners to avoid duplication of efforts; triangulation of monitoring/ evaluation findings with data emerging from other initiatives; robust M&E system.	M
Prolonged drought resulting in school closures, displacement and limited capacity to mobilize CECs	H	Coordination of activities with other initiatives supporting the emergency response.	M
Resistance of education umbrellas (and possibly other stakeholders because of the complexity of interests entangled in the non-state provision of education) to engage in dialogue with MOECHE and in planned ESPIG activities	M	Ongoing engagement of education umbrellas in consultative processes and a strong emphasis on collaboration with all stakeholders. However, this mitigation measure is as yet untested in the private school sector and its effect is therefore unpredictable.	M
Backlash from ultra-conservative groups against schools/students/ MOECHE/ MOEs staff promoting equity in education	M	Engagement of religious leaders and influential members of society in mobilization processes for school inclusion grants/ CECs/ school safety dialogues.	L
Staff working with children not abiding by child protection principles	H	All staff trained on child protection and required to sign a child protection policy.	L
Child protection principles are not clearly understood and the pressure related to increased access may result in increased occurrence of violence against children	H	Child protection principles mainstreamed in CEC training, in-service teacher training and coaching of REOs/DEOs.	M
Existing initiatives/ partners do not support harmonization of approaches	M	Activities will use a collaborative and consultative approach for the harmonization of approaches, seeking the engagement of a broad group of stakeholders.	L

Risk	Risk rating before mitigation	Mitigation measure	Risk rating after mitigation
The risk of staff being injured/killed or property being lost in a car/air accident, floods, fires, terror attacks, politically instigated violent demonstrations and violent robbery	H	<p>The following strategies are regularly applied by the Grant Agent:</p> <ul style="list-style-type: none"> a) Use of guidelines for drivers' recruitment, management and vehicle maintenance b) Aviation safety assessments and adherence to list of vetted airlines that can be used by staff c) Mapping of dangerous zones within major towns that are to be avoided during electioneering period i.e. roads leading or passing near political party offices, venues of political rallies, etc. d) Election contingency plan to be ready before elections e) Adherence to Standard Operating Procedures with regard to fire hazards f) Hostile Environment Safety and Security training <p>However, the effectiveness of these mitigation measures is dependent on the severity of circumstances beyond the control of the Grant Agent.</p>	H
Fraudulent expenditure or use of project assets, misappropriation of cash and other assets meant for beneficiaries and manipulation of beneficiary selection process	H	<ul style="list-style-type: none"> a) Rigorous background checks will be done for all new staff hired by the program, including TAs seconded to the MoECHE/ States, and ensure all staff sign the code of conduct to promote honesty and mitigate the risk of corruption b) Sensitize staff, partners and suppliers at start-up workshop and continuously on CARE's zero tolerance policy for fraud and also on the indicators of fraud in the local context; and their reporting responsibilities c) Electronic transference of funds to beneficiaries, where applicable d) Robust monitoring of activities and ensure Finance staff have adequate understanding of the project budgets, narrative reports, etc to ensure they are adequately informed as they review expenditures. 	M
Reputational risk from misrepresentation of the Grant Agents, the project or the GPE in meetings and in media engagement	M	<ul style="list-style-type: none"> a) Develop clear regulations on who to represent the ESPIG in meetings and who to give interviews to the media especially when there are sensitive issues in intervention areas b) Develop guidelines for dissemination of the project works to various stakeholders including beneficiaries. 	L

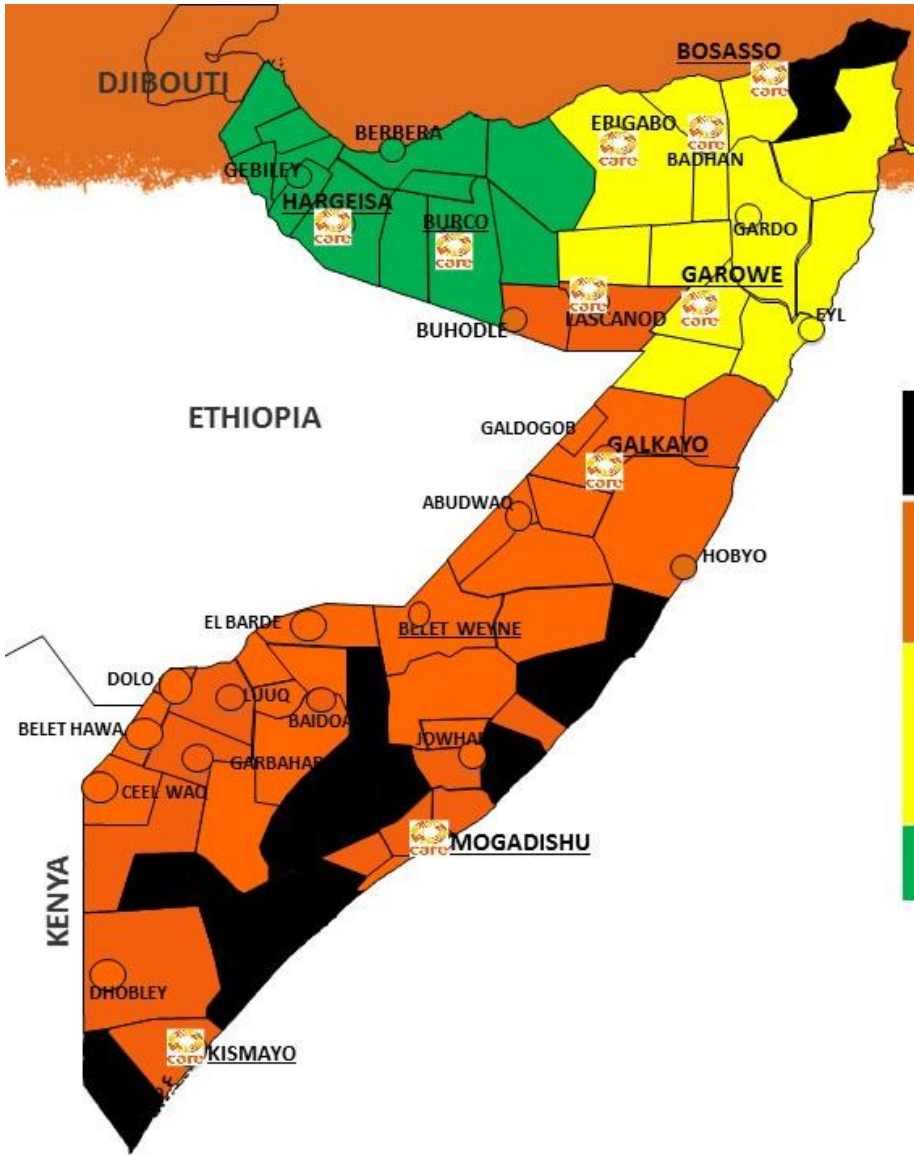
Risk	Risk rating before mitigation	Mitigation measure	Risk rating after mitigation
Conflict over resources provided	H	<p>a) Train staff in conflict sensitivity b) Inclusive involvement of stakeholders throughout the process c) Transparent systems for allocation of resources d) Knowledgeable Somali senior staff part of delivery team who can constantly monitor the environment and adapt approaches.</p> <p>However, the effectiveness of this mitigation measure is dependent on circumstances largely beyond the control of the Grant Agent, including very low levels of resourcing and very high levels of corruption.</p>	M

In addition to the risks noted above, it is critical to consider the specific issues of areas that are currently isolated by Al Shabab or under their control. Considering the three-year period and the progress made in reducing Al Shabab's footprint in Somalia, there is considerable potential for activities to be conducted by the program in these areas during its life. Nonetheless, a realistic approach is necessary, particularly considering that activities will be delivered in partnership with the MoECHE's and State-level staff, who may be unable to engage with schools/CECs/teachers in these areas without putting themselves and the students/teachers at risk. In these locations, remote engagement through CECs and religious leaders may be considered, while abiding to do-no-harm principles. The following list provides a detailed description of areas where implementation may be delayed, conducted through remote approaches or not occur at all.

Table 22. Areas with limited or no access at the time of writing

Regional State	Districts	Reason for Inaccessibility
Southwest	Burhakabo	Currently controlled by Government troops, but isolated by AS
	Marka	Currently controlled by Government troops, but isolated by AS
	Qoryoley	Currently controlled by Government troops, but isolated by AS
	Kurtun Waareey	Controlled by AS
	Sablaale	Controlled by AS
	Baravo	Currently controlled by Government troops, but isolated by AS
Jubaland	Garbahareey	Currently controlled by Government troops, but isolated by AS
	Luuq	Currently controlled by Government troops, but isolated by AS
	Saakoow	Controlled by AS
	Buaale	Controlled by AS
	Jilib	Controlled by AS
	Afmadow	Controlled by AS
	Qooqaani	Controlled by AS
	Badhaadhe	Controlled by AS
	Jamaame	Controlled by AS

	Ceelwaak Somalia	Controlled by AS
Hirshabelle	Raage Ceelle	Controlled by AS
	Adan Yabaal	Controlled by AS
	Ruun Nurgood	Controlled by AS
	Cadale	Controlled by AS
	Jalalaqsi	Controlled by government troops but surrounded and isolated by AS
	Maxaas	Controlled by government troops but surrounded and isolated by AS
	Moqokori	Controlled by government troops but surrounded and isolated by AS
	Ceel Cali	Under AS control
	Buqaqable	Under AS control
	Matabaan	Clan conflict / revenge killing
Galmudug	Galhareeri	Under AS control
	Ceel dheer	Under AS control
	Masagawey	Under AS control
	Xaradheere	Under AS control
	Ceelbuur	Under AS control



SOMALIA SECURITY RISK LEVELS AND ACCESSIBILITY MAP JAN. 2018

EXTREME {4}	<ul style="list-style-type: none"> No access for national No access for international staffs
HIGH {3}	<ul style="list-style-type: none"> Access with restrictions for all national staffs. Access with restrictions for expatriates.
MODERATE {2}	<ul style="list-style-type: none"> Fully accessible by all national staffs. Access with additional mitigation measures for expatriate staffs.
LOW {1}	<ul style="list-style-type: none"> Full access by all national and international staffs.

8.4 Conclusion

Without successful risk mitigation measures the overall program risk is medium to high, largely because of exogenous risks. After mitigating measures have been taken for endogenous risks the overall program risk is medium.

Section 9 – Monitoring and Evaluation Framework

9.1 Introduction

The program will track indicators that relate not only to the program, but also to key indicators of the ESSP 2018-2020. The key program results set out in the Results Framework (Section 6) are also strategically aligned with relevant GPE indicators. The ESPIG program indicators are time-bound and related to specific reportable measures, triangulating responses across multiple data sources, including quantitative and qualitative sources when appropriate.

The monitoring system will capture emerging trends in fidelity of implementation and output-level changes. Where appropriate, the program monitoring system will use electronic/mobile data collection methods for real-time quantitative data collection, feeding into a central program MIS database. Where relevant, data will be extracted from the MoECHE EMIS. Data sources will be triangulated using mixed-methods methodologies, utilizing inputs from the ESPIG and other complementary programs. Collaboration with government and implementing partners will emphasize data sharing, validation and utilization. Regular monitoring and reporting will support adaptive management strategies to maximize both funds and programming efforts, facilitating key change with regard to access, quality, and strengthened systems.

The Steering Committee providing oversight to the program will review all progress against planned targets and make suggestions for any adjustments and re-aligning of program activities in line with the approved GPE Program Document. Quarterly reviews of monitoring findings will be conducted during Steering Committee meetings, raising considerations as applicable for adaptation of program components. Potential adaptations include changes to the approaches for implementation of activities; the types of beneficiaries; and coverage/reach. These adaptations may or may not require shifts in budget allocations. Adaptations may also be triggered by input received from partners, considering trends identified by other data sources as well as potential changes in partners' investments. The proposed adaptations will be submitted to the MoECHE, ESC and GPE for review and approval, noting potential implications in terms of budget, targets and timelines for delivery.

9.2 Strategies and methods

9.2.1 Data types and sources

Recognizing the increased explanatory depth provided through mixed-methods research, the program will collect and consult multiple data sources through which to assess the program and its surrounding environment. Participatory and conventional data collection tools will be used in the monitoring system and in evaluation studies. Participatory data will include inputs to a Feedback and Complaints Response Mechanism to be set up by the program. Primary impact and program monitoring data collected by the program will be supplemented by secondary data from other relevant projects, annual school census (EMIS), reports, et cetera. The data sources and types from the results framework and program activities are summarized below.

Table 23. Summary of program data sources

Source of data	Data type	Data collection	Notes
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Annual school census	Quantitative	MoECHE	EMIS/School Records
School monitoring reports	Quantitative & qualitative	MoECHE & State MoEs (QAO & DEO), supported by CARE & Concern	Mobile data collection apps; EMIS
Teacher training monitoring reports	Quantitative & qualitative	MoECHE	
MLA report	Quantitative	CARE (pilot) & MoECHE (national)	
CEC Monitoring Tool	Quantitative & qualitative	CARE/Concern	Data on tracking of CEC performance
FGDs	Qualitative	CARE/Concern	Data on FGDs with communities and CECs
KIIs with MOECHE Staff	Quantitative & qualitative	MoECHE/CARE	Data available through KIIs with MOECHE
Feedback and Complaints Response Mechanism (FCRM)	Quantitative & qualitative	CARE	Feedback/complaints data through FCRM database
Pre- and post-training assessments	Quantitative & qualitative	MoECHE/CARE	
Enrolment and attendance records during school monitoring	Quantitative	MoECHE & State MoEs (QAO & DEO), supported by CARE & Concern	Mobile software apps, EMIS
Training reports	Quantitative & qualitative	MoECHE & State MoEs	
Distribution records	Quantitative	CARE & Concern	
Joint Review of Education Sector	Quantitative & qualitative	MoECHE	
Baseline, mid-term and final evaluation	Quantitative & qualitative	Independent evaluation organization	Includes verification of program data

The mixed-methods approach will assist the program in understanding the complexity of the problems observed on the ground and in a contextualized interpretation of results, thus allowing the PMU, Program Management Committee and Program Steering Committee to modify implementation strategies with contextual appropriateness.

The monitoring system will use a combination of electronic collection of quantitative data (allowing for real-time input into a centralized database) and qualitative approaches (through key informant interviews and focus groups, with a particular focus on capturing drivers of change in practice and identifying challenges for implementation and uptake). The monitoring system will coordinate and

strengthen the MoECHE systems. Common mechanisms for monitoring the implementation of the ESSP and ESPIG including participatory processes such as the annual Joint Review of the Education Sector (JRES), and traditional published statistics such as the Education Statistics Yearbook, will serve as a data sources.

Where appropriate, the program will coordinate with development partners through the ESC and Education Cluster (particularly those implementing similar projects or those which are carrying out longitudinal tracking of beneficiaries) to obtain secondary data for triangulation, comparison and validation of results, allowing for a comprehensive analysis of the trends in the education system, and to identify emerging issues and gaps. CARE will also leverage data generated by DFID's Girls' Education Challenge⁷⁴ programs in targeted States, particularly in regard to longitudinal tracking of enrolment, learning outcomes and teacher performance. The emerging findings will be used to inform adaptive management in the implementation of the ESPIG and to inform decision making and investments within the education sector.

Indicator targets, as outlined in the Results Framework (Section 6), are aligned with appropriate ESSP targets. For certain indicators, there is limited and/or contradictory baseline information available currently, so certain targets will be updated once more reliable and consistent data are collected through the program baseline and start-up activities, in coordination with the MoECHE.

9.2.2 Monitoring and evaluation team

The program has budgeted for a TA M&E specialist position and a full-time senior M&E officer. In addition, the project team members will be given responsibilities related to M&E of the program. The TA (M&E) will take the lead in overall design and management of the M&E system for the program with support from the Senior Technical Advisor for M&E at CARE USA on tool development, data cleaning/management and analysis framework development. It should be noted that the program team and MoECHE staff will also be part of routine monitoring activities. In some cases, MoECHE staff will also take part in data collection (such as during joint school visits). Program team members (including the education officer, the area manager, the engineer and TAs will use the dedicated M&E tools to share project related data/information with the TA (M&E). Most of these team members will be field-based and can be tasked to provide routine M&E related to their assigned geographical areas. A 30% time allocation for M&E related activities may be added to their job descriptions. MOECHE staff at different field locations will be working closely with the project team (14 REOs and 14 QAs). They will also be involved in routine program monitoring activities. CARE Somalia follows a program approach and has dedicated M&E team members for different programs. The project will be implemented under CARE Somalia's Urban Youth (UY) Program, which comprises experienced program team members who work for different projects under UY. UY Program M&E team members may also be involved in data collection if an M&E assignment requires additional human resources.

9.2.3 Data quality and its assessment

Systems and procedures will be put in place ensuring quality and relevant data are both reliable and accessible. CARE will draw on its global capacity in designing and managing large-scale longitudinal research projects in Somalia and other fragile and conflict settings. Data sources collected directly by

⁷⁴ The Girls' Education Challenge initiative is currently funding two projects in targeted States - SOMGEP-T and EGEP-T (implemented by CARE and Relief International). CARE has recently been notified that a third program, Adolescent Girls' Education in Somalia/ AGES has been approved under the GEC's Leave no Girl Behind. AGES will be implemented in Banaadir, Jubaland and Southwest Administration, thus fully overlapping with the present program.

the program through monitoring processes, as well as data stemming from secondary sources, will be vetted for completeness, relevance, quality, and cleanliness. Validation and cleaning activities, such as spot checks (through monitoring visits funded by subcomponent 4.2) and double entry (in case data is not collected using electronic collection), will be conducted. Data quality will be assessed against several data quality standards, including comprehensiveness, consistency of data over time, consistency between enumerators, precision, reliability and timeliness. The program M&E team will assess the data received from various sources, including its program areas, implementing partners and beneficiaries. Where relevant, triangulation of data will be done at different levels to make sure that program data are reliable and of high quality. The triangulation will also provide multiple data points to understand the often seemingly contradictory information from singular data sources, providing further data validation checks and/or explanatory power. Assessing data consistency with embedded markers such as GPS coordinates in school monitoring report software will also help validate the accuracy of data.

9.2.4 Data collection methods

All key stakeholders will be involved in the data collection process of the program, including program staff, implementation partners (MoECHE, State MoEs and Concern) and beneficiaries. All monitoring tools will be designed and implemented in partnership with the MoECHE and staff of Member State MoEs, and will be designed with the dual purpose of building system capacity as well as assessing implementation. The ESPIG M&E team will establish data collection protocols for the program team, implementation partners and, in some cases, for the grant beneficiaries to record and report data. CARE USA's Education Research Hub will provide technical support to the design of the tools and application protocols, considering the sensitivities of a conflict-affected setting, cultural and seasonal patterns and their effect on responses.

Data collection methods will vary depending on sources for different subcomponent activities: surveys, reports, et cetera, including the collection of published secondary information, primary information generated through participatory and consultative approaches such as interviews, observations, focus group discussions and using semi-structured and structured questionnaires. Whenever possible, electronic data collection will be used for quantitative data. Data on the school grants will be tracked both through electronic fund transfer records as well as through in-person verification of fund transfer and application. Data will be collated and verified at different levels before being stored digitally in the program MIS.

All data collection and monitoring will be done in close collaboration with the local Education Sector Committee (ESC) in the Federal Republic of Somalia (chaired by the Director General of the MoECHE) and the Nairobi-based ESC. Certain outputs, such as monitoring and coordination visits to teacher training providers by MoECHE officers, provide an opportunity for systems strengthening; additionally, by conducting joint monitoring visits between government and program staff, the program will be able to regularly collect and assess monitoring inputs at both the school and government levels.

The timing and frequency of data collection by indicator has been laid out in the Results Framework in section 6.3 of this document.

9.2.5 Program monitoring and evaluation

The ESPIG M&E team will conduct monitoring visits with the support of the MoECHE to periodically survey and study program subcomponents to assess the extent to which the program's intermediate outcomes and outputs have been achieved in relation to its baseline and verify or triangulate data collected through program activities.

Results monitoring will help the program to achieve outcomes promptly and will also help to identify issues that are hampering the effective and efficient achievement of results. Case study and other specialized research initiatives may be undertaken to explore unintended, emerging or other findings that necessitate further inquiry.

External evaluations (listed under subcomponent 4.1) will be conducted by independent external evaluators to ensure transparency regarding the contributions of the program. The overall ESPIG framework recognizes the importance of the baseline situation as well as the prevailing conditions of the program beneficiaries and the situation at the beginning of the program. An adaptive management approach will consider baseline values and any needed adjustments for program targets and relevant indicators. A mid-term evaluation of a more limited scope will be conducted to assess progress against the program subcomponents as well as provide information to cross-reference with ongoing monitoring processes.

Baseline and mid-term findings will be presented to the Steering Committee and ESC, highlighting potential areas for program adaptation as applicable. Changes recommended by the Steering Committee will be shared with the relevant contacts at the MoECHE and GPE for approval.

The externally led final evaluation study will have additional qualitative measures of program inputs and outcomes. The purpose of the final evaluation will be to establish program impact and the degree to which the program met its goals and objectives. At all monitoring and evaluation points, data from multiple sources, including ESPIG-collected data, data from complementary projects and government data such as EMIS may be triangulated and used. In the three evaluation studies, a sampling methodology will be used to assess change using a predetermined framework taking into account cluster influences such as clan and geographical balance, accessibility due to continued conflict and population displacement, and parallel programming by the MoECHE, bilateral institutions, INGOs, et cetera.

The ESPIG M&E plan will use a multi-pronged approach, with a view to:

- tracking implementation – a monitoring system (including MoECHE monitoring activities such as the annual school census and school monitoring visits) will assess program efficiency and uptake of activities;
- assessing to what extent the program has been able to operate in a complementary and collaborative manner with other partners, leveraging existing capacities and addressing gaps;
- assessing the effectiveness of capacity building processes and the efficiency of the modalities used for it;
- assessing actual achievement of outputs (at monitoring level), intermediate outcomes and objectives/outcomes (assessing program effectiveness);
- assessing if and how the expected activities are contributing to the expected outputs, and how those are linked to intermediate outcomes and to the expected objectives/outcomes (validating the ESPIG theory of change); and
- generating and disseminating learning in order to inform sector development actions in Somalia and contribute to the global body of knowledge on education sector development in fragile contexts.

9.2.6 Reporting

Reporting will flow through the Program Management Committee to the Program Steering Committee (Section 7). Reports will be shared with the ESC and Education Cluster through their usual meeting cycle. Data collected by the MoECHE supported by the program may be reported in the annual Education Statistics Yearbook, JRES and ESSP quarterly reviews. Knowledge products reporting learning from the program will be widely disseminated, including, where relevant, to schools. Finally, the three evaluation studies (baseline, mid-term and final) will be made publicly available after presentation to the Program Steering Committee.

Table 24. Summary of program reporting

Report	Data sources	Frequency	Target audience
ESPIG annual implementation status report	MIS Evaluation reports	Annual	FGS & Member States Coordinating Agency & ESC GPE
ESPIG program quarterly progress reports	MIS, including monitoring visits	Quarterly	Program Steering Committee
Program evaluations (baseline, mid-term and final)	Evaluation activities and verification	Baseline in Year 1 Mid-term in Year 2 Final in Year 3	Program Steering Committee MoECHE & State MoEs
Knowledge products	MIS Evaluation reports (3) ESPIG annual implementation status reports (3)	Various (at least 6)	Schools MoECHE & State MoEs ESC & Education Cluster GPE projects in Somaliland and Puntland External audiences (other GPE programs in fragile contexts; practitioners supporting education system development in similar contexts)
JRES Report	EMIS, MIS & evaluation reports Other development partner projects JRES process	Annual	Schools FGS & Member States ESC

9.3 Monitoring and evaluation of fiduciary implementation arrangements

CARE Somalia will monitor the execution of sub-contractor budgets on a monthly basis and review all supporting documents to ensure they are compliant with contractual requirements. Where documentation is not sufficient, the cost will be disallowed and the Grant Agent will provide capacity building to address capacity gaps. The funds disbursed to sub-contractors will be tied to liquidations on a monthly basis to ensure robust monitoring and reduce risks. Upon receiving the sub-contractor's liquidation, the grant officer will undertake monthly reviews and verify expenditure submitted from each sub-contractor, with all documentation, to ensure they are providing sufficient proof to support expenditure, meet GPE/ CARE compliance requirements and represent an allowable expense, before the liquidation report is approved and the expenditure is booked in CARE's financial system (PeopleSoft) ahead of the release of the next disbursement.

One of the sub-contractors, Concern, has robust financial monitoring systems and will provide quarterly invoices to CARE, which will be verified against transaction lists and physical evidence of implementation through monitoring records.

Financial monitoring results will be cross-referenced with monitoring results of programming activities, verifying (a) implementation schedule and (b) fidelity of implementation. Acknowledging issues with capacity for data collection and data management, particularly given issues with accessibility and unavailability of qualified personnel in remote areas, the program will provide extensive capacity building to sub-grantees and to the sub-contractor. As referenced in the above section regarding 'Data quality and its assessment', the ESPIG will establish multiple checks and standards for ensuring data quality. In addition to tracking the quality, completeness and validity of data collected and used second-hand, the program will also assess the quality, consistency, and completeness of implementing activities and strategies through fidelity of implementation systems checks. Any deviation from the plan will be indicated and will inform the decision-making process for taking effective remedial measures. Inputs received through the Feedback and Complaint Response Mechanism will form an important part of the fidelity of implementation checks, as well as financial monitoring procedures. This feedback mechanism will be used to identify and address complaints and/or problems with program, financial and/or management systems.

The program will prioritize the combination of monitoring and evaluation data to assess progress and changes in the broader environment, as well as to inform decision-making processes. Due to the large number of partners whose collaboration is required, the program will clearly communicate both research findings as well as any program implementation updates to the relevant stakeholders on a regular basis, including the Program Steering Committee. This may include a variety of regularly scheduled reports such as progress reports, technical studies, evaluation and assessment reports, work plan and performance reports/technical audits, as well as special notifications relevant to decision making and adaptive-management-informed changes. The program will incorporate knowledge management and learning strategies into its M&E plan. Emerging results and lessons learned will be captured and disseminated to key stakeholders.

9.4 Capacity of the Grant Agents in similar implementation arrangements

CARE has uninterruptedly implemented education projects in Somaliland and Puntland since 1997, working closely with the respective governments to strengthen the education sector. The education program was expanded in 2013 to South Central Somalia. Throughout this work, CARE has managed the related rigorous evaluation systems required under the grants. Under the Girls' Education

Challenge, CARE has conducted and continues to conduct a rigorous, mixed-methods longitudinal research study tracking cohorts of girls and their families, assessing learning outcomes and transition across multiple geographical areas in Somalia. Under other grants, CARE Somalia has worked on research and M&E across a series of consortium arrangements. CARE USA's Education Research Hub has experience in designing and managing M&E systems in multi-country, development and humanitarian settings; longitudinal research projects; influencing quality of implementation; as well as policy and advocacy-related change based on data stemming from the research studies. This has included coordination and leadership across multiple donors, for varying research and grant timelines, up to and beyond ten-year initiatives. This includes research design and execution, data management and quality control, analysis and interpretation, and data use in policy and practice settings.

9.5 Conclusion

Because the data stemming from this program will not only be used to inform high quality implementation of activities during the grant period, but is also aligned to contribute to ESSP and GPE indicators and priorities, there will be a strong emphasis on quality and timely reporting and analysis. As has been evidenced by previous studies in the same geographical areas, current data often provides seeming contradictions; this program will carefully integrate and interrogate data from multiple sources in order to better understand the complexities in the environment.

Section 10 – Sustainability

10.1 Introduction

The strategic thread referred to in section 4.6.5 above relates to 'laying the foundations for long-term development and transformation'. Certain program subcomponents are underpinned by this strategic thread and are therefore intended to be sustainable. These are described below.

The program must enhance the impressive potential that exists for long-term development and transformation, based on the ESSP 2018-2020. The MoECHE and development partners agree that all government and non-government interventions, including those of the GPE program, must contribute in a complementary manner to the successful implementation of the ESSP. However, there is currently a very diverse range of projects in Somalia aimed at, for example, improved CEC capacity and teacher training. Therefore, especially where the program does not have sufficient funds to fill gaps in implementation, a strategic thread in the GPE program design is to provide a uniform basis for sustainable development, for example by assisting the MoECHE in the development of training strategies and materials that all interventions (government and non-government) can implement. The program will also assist the MoECHE in monitoring and evaluating the implementation of such strategies and materials.

In Section 4.11 above the many program subcomponents that provide capacity building at all levels of the education system have been collated. These elements of capacity building include over 96,000 beneficiary days of training, 9,000 school visits and approximately 176 person months of technical assistance. These subcomponent activities will contribute substantially to the sustainability of the program. Moreover, the FGS is committed to substantial increases in the budget for education over the life of the program, which will address the potential unsustainability of certain program subcomponents. The potentially unsustainable components of the program are presented in section 10.3 below.

10.2 Sustainable subcomponent activities

Subcomponent 1.2: Community education committee strengthening

This subcomponent will (1) work with local partners, private schools and NGOs to support the MoECHE to develop and disseminate a harmonized CEC policy and training module in line with ESSP priorities, and based on lessons learned and mapping of previous training; (2) strengthen, establish and support representative CECs in 300 primary schools to enhance support for the enrolment of marginalized children; and (3) conduct meetings with 800 CECs to plan for the utilization of the school inclusion grants (Subcomponent 1.1). This activity will complement existing CEC trainings implemented by other partners and will build local support and accountability for school inclusion grants. It is likely that this investment will have sustained effects beyond the life of the program because of the enduring nature of the CEC capacity and the harmonized training that will be developed for use by all development partners.

Subcomponent 1.3: Improved community awareness and actions for school safety

This subcomponent will promote dialogues at state, district and community level to generate local solutions for improved safety and security in schools. This subcomponent addresses a major cause of non-enrolment and dropout, particularly among girls. It is likely that this investment will have sustained effects beyond the life of the program because of the enduring nature of the CEC capacity to improve school safety and security.

Subcomponent 3.1: Strengthened regulatory environment for private, community and government schools

This subcomponent supports the strengthening of the regulatory environment for private and community schools through the development of a Private School Policy. Government and private schools will be supported in improving access and quality. The salaries of REOs and QAOs will be paid. Training for regional, district and private school staff will be provided, and monitoring and support visits to all schools will be funded to improve quality assurance, train CECs and deliver learning materials. It is likely that this investment will have sustained effects beyond the life of the program because of the enduring nature of the regulatory framework that will be developed. However, continued donor funding will be required for annual monitoring and support visits, and government budget will be needed in order to support REOs/QAOs' salaries.

Subcomponent 3.2: Improved capacity for planning, budgeting, policy implementation, coordination and progress tracking

This subcomponent improves capacity for planning, budgeting, policy implementation, coordination and progress tracking through policy dissemination, biannual state-level and private school training and policy orientation workshops and quarterly professional development meetings at the MoECHE for education officials based in Member States. JRES conferences will also be supported and GPE learning forums will be established involving role players and stakeholders from Puntland and Somaliland. It is likely that the improved system capacity will be sustained, but continued funding will be required after completion of the program for professional development and the JRES reviews.

Subcomponent 2.6: Early grade assessment

This subcomponent will support the MoECHE to: (1) develop MLA standards; (2) develop adapted versions of early grade reading and mathematics instruments for assessing children's literacy and numeracy; and (3) pilot and scale up to nationally representative assessments to provide system-level diagnostic data. A national scale assessment will be conducted, with a sample of approximately 2,500 children. The findings will have a sustained effect on informing policy and education programming in Somalia. After completion of the program minimal donor support will be needed for technical assistance, but the cost of subsequent rounds of data collection will be borne by the MoECHE.

10.3 Subcomponents whose sustainability is not guaranteed

The sustainability of certain subcomponent activities is less guaranteed because of their reliance on donor funding. These are described below.

Subcomponent 1.1: School inclusion grants

This subcomponent will finance school inclusion grants for all accessible primary schools (integrated Qur'anic, community, NGO and government) that have sufficient capacity to absorb out-of-school poor students. The program aims to enroll and retain 32,000 children, an average of 40 students per school, and expanding national primary enrolment by approximately 4 percentage points. The investment in schools, in synchrony with the enhanced capacity of communities for school governance and improved conditions, will allow for a phased expansion in enrolment. This component will prioritize targeting public and community schools, but will include private schools in cases where there is no other option for out-of-school children. This activity is clearly dependent on donor support.

Subcomponent 2.1: Monitor the Teacher Education and Management Policy

This subcomponent will finance the MoECHE's monitoring and coordination activities related to the implementation of the new Teacher Education and Management Policy. These include national teacher education knowledge sharing workshops with private school representatives, teacher training institutions and NGOs, monitoring visits to NGOs and teacher training providers and mapping current in-service needs and modules. This activity is clearly dependent on donor support.

Subcomponent 2.2: Teacher training institutes

Under this subcomponent two teacher training institutes (TTIs) with special education resource centers for 240 student teachers will be established in convenient locations to prepare teachers from Galmudug/Hirshabelle and Jubaland/Southwest Member States. The TTIs will provide a two-year course towards a diploma (developed by the Somali National University). During course breaks, the teacher training institutes can also provide modular in-service training to teachers, leading to a formal certification. This activity is clearly dependent on donor support. The MoECHE has committed to support costs after phase-out, and this is also an area of interest for non-traditional donors.

Subcomponent 2.3: Distribution of textbooks

In summary, Subcomponent 2.3 will purchase and distribute 148,584 sets of primary school (Grades 1-8) textbooks in Somali for seven subjects of the new national curriculum and the associated teacher guides. The textbooks have been developed by subject specialists under the supervision of MoECHE and with the support of the private sector. The publishing of the books will be done through an international competitive tender. The price of the textbooks is expected to be much lower than typical market prices due to economies of scale. This subcomponent will also support the achievement of minimum learning achievement (MLA) standards for primary grades, through the consistent availability of teaching and learning materials linked to the new curriculum in all public and community-owned schools. This activity is clearly dependent on donor support.

Subcomponent 4.4: Feedback and Complaints Response Mechanism

In summary, Subcomponent 4.4 provides for the establishment of a Feedback and Complaints Response Mechanism (FCRM) to enable beneficiaries to raise any concerns they may have about the program, including, for example, fraud or unfair discrimination. The mechanism will be user-friendly for a population with low levels of literacy and high levels of mobile telephone use. The mechanism will support participation and ownership from the program communities. Responses will be systematically tracked and serious cases will be responded to on a priority basis as per the protocols of the FCRM. This subcomponent is program-specific and therefore not sustainable beyond the life of the program, although it may provide a model for other future programs to support transparency and accountability.

10.4 Conclusion

Five of the ten program subcomponents focusing on equity in access, improved learning, efficiency and transparency are unlikely to be sustainable without continued donor support. The remaining five subcomponents are likely to be inherently sustainable, in some cases with minimal donor support, as they lay foundations for long-term development, one of the strategic threads of this program document (see section 4.6.5 above).

Section 11 – Aid Effectiveness

11.1 Introduction

The level of ownership of this program document by the FGS is important. The Paris Declaration on Aid Effectiveness (OECD, 2005) sets out five principles intended to improve the quality of aid and its impact on development. These principles include **ownership** (developing countries set their own development strategies) and **alignment** (donor countries and organizations bring their support in line with these strategies and use local systems).

There is qualitative evidence that bypassing government systems will be harmful in the longer term, with the OECD's 2011 Report on Engagement in Fragile States⁷⁵ stating that “continued bypassing of the government in the delivery of basic services ... will cause harm in the medium to longer term”. This is further backed up by the Paris Declaration on Aid Effectiveness, which sets out principles under which donors should harmonize progressively with country systems. This declaration was reaffirmed by the Accra Agenda for Action (2008).

11.2 Government ownership and alignment

There is a very high degree of government ownership of this program document. The MoECHE and MoF technical teams have participated actively in the program document development process. The Mogadishu-based and Nairobi-based Education Steering Committees (the local education groups) have also contributed actively to the development of the document. The document is closely based on the ESA (2017) and the ESSP 2018-2020, to both of which documents role players and stakeholders contributed extensively.

The program components contain strong elements of capacity building for the MoECHE and development partners are committed (through the local education groups) to aligning their programs to the ESSP 2018-2020. Partners already use local systems where possible and intend to continue to do so.

11.3 Complementarity

Program design is based on extensive consultations with the MoECHE, donors and development partners to ensure the complementarity of the proposed subcomponents with existing and planned activities in Somalia. The design seeks not only to ‘fill the gaps’, but to maximize the impact of existing interventions, focusing on critical levers of change.

11.4 Conclusion

The program is aligned with the Paris Declaration on Aid Effectiveness (2005) and the Accra Agenda for Action (2008). Future development programs should consider using in-country financial management systems, which are becoming stronger as the situation in Somalia becomes more stable. As reported above (see section 3.8), not all current development aid to the MoECHE is off-budget and further budget support may become increasingly advisable.

⁷⁵ See https://www.pbsdialogue.org/media/filer_public/07/69/07692de0-3557-494e-918e-18df00e9ef73/the_new_deal.pdf.

Annex 1 – Non-Government Organizations

NGO	Projects	Notes	Website
Action Africa Help	Cash transfers for IDPs Education in emergencies		www.actionafricahelp.org/somalia
ADRA Somalia	<p>Strengthening Equity, Access and Quality of Education in Somalia (SEAQE) <i>Donor: NORAD</i> <i>Regions: Galmudug, Banaadir, Middle shabelle, Lower shabelle, Lower Jubba</i> <i>Duration: 2014-2018</i> <i>Value: Data not available</i></p> <p>ELMIDOON Enhanced Action (ELENA) <i>Donor: EU</i> <i>Regions: Banaadir, Galmudug, Mudug, Bay, Bakool, Lower Shabelle, Middle Shabelle, Lower Jubba, Galgadud, Gedo and Hiraaan</i> <i>Duration: 2015-2017</i> <i>Value: US\$7.6 million</i></p> <p>Somali Girls' Education Promotion Programme (SOMGEP) <i>Donor: DFID</i> <i>Regions: Togdeer, Sool, Sanaag, Mudug and Galmudug</i> <i>Duration: 2017-2020</i> <i>Value: Data not available</i></p> <p>Education is Light <i>Donor: EU</i> <i>Regions: Puntland</i> Providing solar energy to public schools</p>	<p>Integrated approach to increase access, quality and equity in formal and non-formal education. Teacher incentives, infrastructure, teaching and learning materials, training for CECs and teachers</p> <p>Primary and secondary public school education.</p> <p>Girls' education.</p>	www.adrasom.org

NGO	Projects	Notes	Website
Africa Educational Trust	Pastoralist education Out-of-school youth All children reading (early grade literacy) Girl-friendly spaces Support for children living with disabilities National curriculum framework and national examination system		www.africaeducationaltrust.org/somalia/
American Refugee Committee	Humanitarian support for IDPs Vocational training		www.arcrelief.org/our-work/somalia/
CARE International	Waxbarashadu Waa Iftin (Education Is Light) <i>Donor: EU</i>	Support to the Ministry of Education and Higher Education in Puntland	
	Somali Girls Education Promotion Programme – Transition (SOMGEP-T) <i>Donor: DFID – Girls’ Education Challenge</i>	Increasing access, retention, transition and learning outcomes in Galmudug, Puntland and Somaliland	
	Somali Girls Education Promotion Programme (SOMGEP) <i>Donor: DFID – Girls’ Education Challenge</i> GPE II Project Grant Agent	Increasing access, retention, and learning outcomes in Galmudug, Puntland and Somaliland	www.care.org/country/somalia
CISP (International Committee for the Development of Peoples)	Girls’ peer mentoring and youth support and training		www.cisp-som.org
Concern	Access to quality education (Irish Aid and others) Education in emergencies (DFID and others)	Support and manage 9 primary schools (Mogadishu and Baidoa). EGRA and CECs. Emergency education centers (Mogadishu & Baidoa). School-related gender-based violence. Literacy and numeracy. WASH. Supporting cash transfers.	www.concern.net/where-we-work/africa/somalia

NGO	Projects	Notes	Website
		Involved in MoECHE taskforces e.g. Curriculum Taskforce.	
Education Development Trust (previously CfBT)	Capacity development for Somali Education Administrators 2010-2013 (funded by UNICEF/EU)	Education Act, Education Policy, Special Needs Policy, ESSP, HR manual, EMIS, organization development and technical advice	www.educationdevelopmenttrust.com
EFASOM (Somalia Coalition for Education for All)	Capacity building/training		www.efasom.org/
Mercy Corps	Formal Education for Out of School Children in Somalia <i>Duration: 2018-2020</i>	<ul style="list-style-type: none"> Supports 109,372 out of school children in Somalia to access primary education. Construct/ rehabilitate 408 classrooms, build capacity of 776 teachers, train 204 Community Education Committee members. Supports supervision and inspection by REOs/DEOs. 	www.mercycorps.org/countries/somalia
	Somali Youth Learners' Initiative (SYLI) Donor: USAID <i>Duration: 2012-2017 (completed June 30th 2017)</i> Education Reintegration Project Donor: UNHCR <i>Duration: Oct 1st 2016 - ended December 31st 2017 with option to extend</i> Location: Kismayu, Afmadow and Mogadishu	<ul style="list-style-type: none"> Reconstruction/Construction of Secondary Schools in all over the country – Somalia. Teacher Training Civic Education Sports Component Supports the school going children of the voluntary returnees from Kenya and Djibouti. <ul style="list-style-type: none"> Provision of School Fees Provision of Scholastic Materials Rehabilitation and expansion of schools Capacity building for the Ministries of Education at Federal and Regional State Levels 	

NGO	Projects	Notes	Website
	<p>Education in Emergency <i>Donor: SHF</i> <i>Duration: April 16th 2017 - ended December 31st 2017 with option to extend</i> <i>Location: Mudug and Galgaduud regions of Galmudug State</i></p>	<p>Supporting 21 public community owned schools.</p> <ul style="list-style-type: none"> • Rehabilitation of Water Storage Facilities (Berkads) in Schools • Provision of Emergency School Feeding • Provision of School Water Trucking • The conduct hygiene promotion activities • The conduct of capacity building trainings for members of the Community Education Committees (CECs) <p>Also providing technical advice to Jubaland Ministry of Education on school quality assurance.</p>	
Norwegian Refugee Council	<p>Education in emergencies Out-of-school children and youth education Construction and rehabilitation of classrooms Teacher training WASH BRCiS resilience consortium</p>	73,257 beneficiaries in 2016	www.nrc.no/countries/africa/somalia/
OIC Somalia (Organization of Islamic Cooperation)	<p>Construction/rehabilitation of 26 schools & provision of teaching and learning materials.</p>		www.oicsomalia.org
REACH Somalia	<p>Technical support for emergency humanitarian response. Analysis and M&E.</p>		www.reach-initiative.org/where-we-work/ongoing-field-presence/somalia
Relief International	<p>Educate Girls, End Poverty <i>Donor: DFID Girls' Education Challenge</i> <i>Consortia: ADRA, CISP</i></p>	<p>The project aimed to improve the enrolment, attendance and learning (numeracy and literacy) of marginalized girls in urban and rural areas, including IDP settlements, and to ensure that positive interventions and outcomes would be sustainable in the long term. This was</p>	www.ri.org/reach/africa/somalia

NGO	Projects	Notes	Website
		<p>achieved through a combination of interventions: Community awareness-raising; teacher training and female mentors; establishment of girls' clubs; bursaries for the most marginalized girls including school fees, uniforms, and sanitary kits; remedial classes for low performing students; accelerated learning courses for out of school girls; school rehabilitation and provision of teaching and learning materials; training of CECs, and training and joint-working with Ministry of Education. The project has a significant focus on evaluation and learning.</p>	
	<p>Educate Girls, End Poverty – Transition <i>Donor: DFID Girls' Education Challenge</i> <i>Consortia: ADRA, GRT, CISP</i></p>	<p>Improve the enrolment, attendance and learning (numeracy and literacy) of marginalized girls in urban and rural areas, including IDP settlements. Supports girls to transition to the next stage of education, and to ensure that positive interventions and outcomes would be sustainable in the long term. Uses a combination of interventions: Community awareness-raising; establishment of girls' clubs and delivery of life skills training to girls; development of Continuous Professional Development Approach for teachers; training of female mentors; bursaries for the most marginalized girls including school fees, uniforms, and sanitary kits; remedial classes for low performing students; school rehabilitation and provision of teaching and learning materials; training of CECs, strengthening of child protection approaches in schools; and training and joint-working with Ministry of Education. EGEP-T also has a significant drought-response focus, including the provision of dry-food rations and water to all students in the target schools. The project has a significant focus on evaluation and learning.</p>	

NGO	Projects	Notes	Website
Save the Children	Child protection Juvenile justice Humanitarian response ABE Teacher training, school construction, TVET, capacity building	In 2015, in basic education, a total of 102,502 children directly benefited from Save the Children supported interventions. 79,524 primary school age deprived children were specifically enrolled in Country Office supported schools.	https://somalia.savethechildren.net/
Somali National Association of the Deaf (SONAD)	Runs a school for the deaf		
Trocaire	Supports 15 schools and their CECs. Teaching and learning materials and teacher training. School feeding & WASH. Girls' Clubs. <i>Donor: Data not available</i> <i>Region: Gedo</i> <i>Duration: finished Sept 2017</i>		www.trocaire.org/whatwedo/wherewework/somalia
World Vision	Vocational skills training Emergency response Child protection WASH Classroom construction, teacher incentives and teaching and learning materials		www.wvi.org/somalia

Annex 2 – Private School Umbrella Organizations

Association	Number of schools	Notes	Website
Academy Private Education Umbrella in Horn Africa		985 students	
Al-dacwa		IQS 682 students	
Al-Ma'mun		783 students	
Al-Marwazi		1,827 students	
Fatxurahman		402 students	
Formal Education Network for Private Schools (FENPS)		6,519 students Established 2003	www.fenps.net
Formal Private Education Network in Somalia (FPENS)	300 (243 in South Central)	63,754 students Banaadir Teacher Training Institute Established 1999	www.fpens.so/en/
Gedo Education Network (GEN)		1,954 students Established 2007	
School Organization for Formal Education (SOFE)		5,934 students Established 2006	
Schools Association for Formal Education (SAFE)	140	34,472 students Established 1988	www.safesomalia.org
Somali Education Development Association (SEDA)		2,403 students Established 2007	
Somali Formal Education Link (SOFEL)		No 2015/16 EMIS data Established 2004	
Somali Formal Education Network (SOFEN)		1,825 students Established 2004	

