



Somalia JRES 2019

Aide Memoire

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Abbreviations

ABE	Alternative basic education
ADRA	Adventist Relief and Development Agency
ARC	American Refugee Committee
AS	Al Shabab
BREC	Bay Regional Education Committee
BVAs	Budget vs Actual Analysis
CARE	Cooperative for Assistance and Relief Everywhere
CEC	Community Education Committee
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
EBTVET	Enterprise Based Vocational Education Training
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
FGD	Focus Group Discussion
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 (DFID program)
GEN	Gedo Education Network
GER	Gross Enrolment Rate
GIZ	Gesellschaft für Internationale Zusammenarbeit
GPE	Global Partnership for Education
GPI	Gender Parity Index
IBTVET	Institutional Based Vocational Education Training
IDP	Internally Displaced Person
IGAD	Intergovernmental Authority on Development
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
KII	Key Informant Interview
LIVE	Livestock Investment and Vocational Education programme
LMS	Labour Market Survey
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
NFE	Non-Formal Education
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

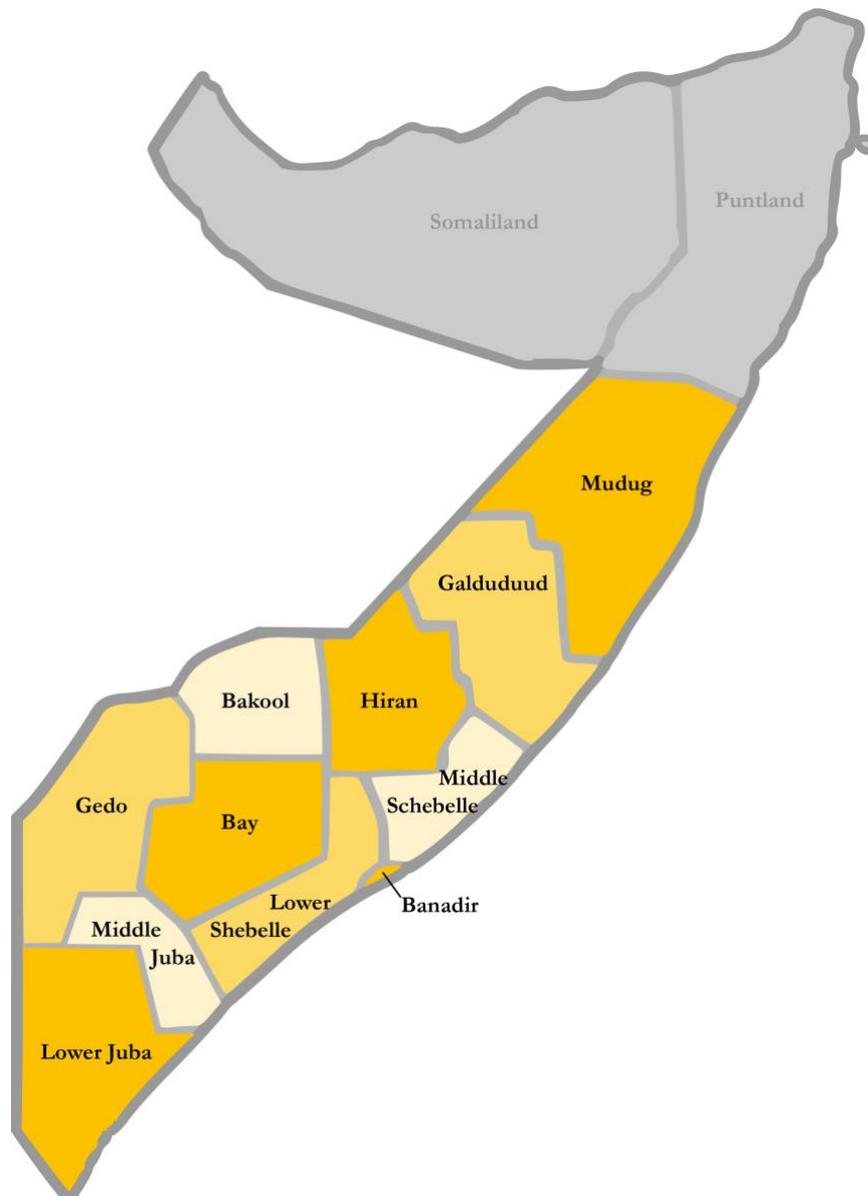
QAOs	Quality Assurance Officers
QER	Quarterly Education Review
QIMs	Quality Improvement Managers
QIOs	Quality Improvement Officers
RAS	Refugee and Asylum Seekers Students
RCRF	Recurrent Cost and Reform Financing Project
RCU	Risk and compliance unit
REOs	Regional Education Officer
RI	Relief International
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
SHEDS	Somali Higher Education Development Support
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
SSF	Somalia Stability Fund
SWES	Somalia Wide Education Synergies
SYLI	Somali Youth Learners Initiative
TA	Tripartite Agreement (2013 UNHCR, Somalia and Kenya governments)
Tech A	Technical advisor
TQS	Traditional Qur'anic Schools
TII	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 Program
YES	Youth Employment Somalia

Introduction

Context

Carfax Education completed the JRES 2019 in collaboration with the Federal Government of Somalia (FGS)/Federal Member States (FMS) during June and July of 2019. The JRES 2019 was conducted in a shorter than recommended timeframe. There was a myriad of challenges faced by the consultancy team to create a comprehensive evaluation of the Education Sector Strategic Plan (ESSP) 2018-2020 (referenced in limitations below). The main challenge faced was that of dispersal of information and lack of a centralised tool to collect data other than that of the EMIS data. External partners monitor and collect various information but is not fit-for-purpose when triangulating data for ESSP targets/activities. All stakeholders contributed to an appropriate level which allowed a deep level of understanding into the systems and operations of the education sector at national, state and regional levels.

Figure.1 Regions of Federal Government of Somalia



Education Sector Strategic Plan (2018-2020)

The ESSP (2018-2020) is now in place in Somalia. The ESSP expresses a call for expanded education opportunities for the hard to reach, particularly girls and women, greater ownership, and better coordination across donor-funded investments. The ESSP has formed the basis for alignment and coordination of partner support to the education sector. Management systems continue to be established in Somalia, just as efforts to gather data and move towards information-based decision-making are being continued. The FGS developed the ESSP through a consultative and participatory process, with the leadership of the Federal Government, and the Education Sectoral Partners. The Education Sector Strategic Plan (ESSP 2018- 2020) is guided by the National Development Plan, The Education Act, and key education documents, and it outlines the following thematic areas: Fragility and Education in Emergency; Early Childhood Care and Education (ECE); Primary Education; Secondary Education; Alternative Basic Education (ABE); Technical and Vocational Education and Training (TVET); Cross-cutting issues - Enhance the organizational capacity of the MoECHE to manage/regulate the education sector, Develop learning materials based on approved national curriculum framework; Attain equity and parity in educational system for girls; Strengthen in-service teacher training systems for all subsectors, Establish a system-wide monitoring and supervision system, establish system-wide use of EMIS data, Support decentralization of education service delivery, and Higher Education, and Financial Plan and Domestic Financing; the Monitoring Plan, and the Risks and Mitigation Measures.

Purpose of the JRES

Progress made on the sector plans is reported upon through separate Annual Joint Reviews of the Education Sector (JRES) workshops involving the Federal Ministry of Education, Culture and Higher Education (MoECHE), FMS Ministries of Education from Southwest, Jubbaland, Galmudug and Hirshabelle, development partners, civil society and the private sector in Somalia.

The key objective of the JRES exercise is to review performance of the sector against the ESSP targets and government policy documents. Specific objectives include:

- ❖ Assess the overall implementation of sector targets and verify achievements against established ESSP indicators.
- ❖ Identify unmet targets/variances, lessons learned and recommendations that could be integrated in the action plan for the coming year.
- ❖ Examine budget execution of the sector and to engage in discussions on sector investment needs.;
- ❖ Review level of coordination of various actors in the education sector
- ❖ Follow up on recommendations of the previous JRES to develop an Aide Memoire that captures sector review preparations - including field visits -, discussions, key findings and recommendations.

The JRES is also aimed towards contributing to the enhancement of the capacity education sector by supporting the Ministry of Education and Higher Education (MoECHE) in Somalia in leading and coordinating a fourth Joint Review of the Education Sector (JRES), leading to the institutionalization of annual Joint Reviews of the Education Sector.

JRES is principally a consultative process involving major stakeholders and the members of the Education Coordination Committee, the Federal Ministry of Education, Culture and Higher Education (MoECHE) as well as extensive consultation with FMS MoEs in Jubbaland, Southwest, Hirshabelle

and Galmudug. The main focus of the field visits will be to assess the progress on key areas of ESDP sub sectors. The key areas of focus based on the ESSP would be:

1. Primary Education Sector (including Early Child Education)
2. Secondary Education
3. Primary Teacher Education and Training
4. Formal Education and Technical and Vocational Education and Training
5. Special Needs Education
6. Alternative Basic Education (ABE)
7. Fragility and Education in Emergency (EiE)

Additional cross cutting areas explored progress made on: Enhancement of the organizational capacity of the MoECHE to manage/regulate the education sector, Development of learning materials based on approved national curriculum framework; Attainment of equity and parity in educational system for girls, Strengthening of in-service teacher training systems for all subsectors, Establishment of a system-wide monitoring and supervision system, establishment of system-wide use of EMIS data, Supporting of decentralization of education service delivery, and Higher Education, and Financial Plan and Domestic Financing; the Monitoring Plan, and the Risks and Mitigation Measures.

JRES 2019 Overview

The JRES has been conducted using a range of methods. The JRES is not principally a primary data collection exercise; however, given the context it was necessary to conduct Key Informant Interviews, Focus Group Discussions, data corroboration, triangulation and data analysis to inform the progress against the ESSP. The key stages that were performed by the consultants were:

1. Primary Document Review – An initial review of existing documentation was conducted to establish a baseline from which the JRES could be coordinated.
2. Secondary Evidence Review – Documents were collected from key stakeholders including the MoECHE, Donors and Implementing Partners.
3. Key Informant Interviews – Ministry members and other National Level stakeholders were interviewed to determine the progress against the ESSP and establish communication pathways for data collection.
4. Focus Group Discussions – The MoECHE coordinated with High School Head Teachers, Umbrella Group leaders, University Leaders and the Director General and the Minister of Education to create a dialogue focused on the achievements and limitations against the ESSP.
5. State Level Focus Group Discussions – In all 4 states discussions surrounding the ESSP were conducted with FMS Ministers, REOs, DEOs, Parents, Students and local groups to dive deeper into areas in which the ESSP needed less centralised data collection.
6. Financial Data – Financial data was collected to validate each project and was also collected from the Ministry of Finance.
7. Final Data Collection – EMIS data was supplied and final data points were verified and triangulated against all existing data sets.

The JRES is set out in the following way:

- ❖ Subsector Overarching Targets – In order to maintain a functional document the main objectives of the ESSP have been focused on and narratives written based on data collection from annual reports, meeting minutes, KIIs and FGDs.
- ❖ Activity Completion Summary – Evidence for activities has been collected and evaluated alongside financial inputs to create a summary of the completion of the activities proposed in the ESSP. The data is not complete and as a result assumption have been made. Firstly, if an activity has not been completed in the past 12 months but is still planned for the next year the budget for that activity is assumed to be maintained at the planned allowance as described in the ESSP financial plan. Secondly, estimations of data that are not specific to FGS (include Somaliland and Puntland) have been made according to the projected implementation outputs evidenced in the project plans. Finally, the outputs of the projects have not all been monitored and therefore cannot be definitively marked as achieved, only evidence for achievement has been included in the JRES.
- ❖ Financial Review – A systematic breakdown of the domestic and non-domestic funding has been created with the documentation that has been provided.
- ❖ JRES Indicator Assessment – The JRES process has been evaluated in order to align with GPE Guidelines on conducting a Joint Review of the Education Sector.
- ❖ Detailed Target and Activity Breakdown – Using the ESSP targets and activities, every indicator has been evaluated using the evidence provided.

- ❖ References – All documents that have been provided have been included in the reference section to benefit stakeholders through transparency and evidence based decision-making.

Limitations of the JRES

A variety of challenges faced implementation of this JRES exercise. The most pertinent comprised:

- ❖ Challenges in access: as is always the case in Somalia, accessing stakeholders can be a substantial challenge. The need for multiple security checks, armed escorts, and limited mobility mean time with stakeholders can be extremely limited. This limited the quantity of stakeholders included in the research, as well as the data submitted to the consultancy team. Close collaboration with the MOECHE and CARE, drawing heavily on data they had collected prior to the assignment, were a substantial help in minimising this challenge.
- ❖ Limited available data: National education data is difficult to secure in Somalia, given the ongoing security challenges, and remoteness of many schools in the country. Similarly, education records and data can be widely disbursed across myriad implementing partners and regional stakeholders making consolidation a substantial challenge. The team undertook to address this challenge by conducting substantial primary research.
- ❖ Communication and coordination challenges: communication and coordination across the myriad stakeholders in Somalia was a substantial challenge. Limited availability, language barriers, and conflicting interests and schedules all imposed obstacles on this assignment. The team sought to work with all partners to minimise this challenge; nonetheless, its effects were apparent in the course of this consultancy.
- ❖ Highly decentralised education sector provision: education provision in Somalia is highly decentralised, with non-state actors (of varying sizes and geographies) delivering education largely independently of government oversight. This poses challenges to effective consolidation of data, and to their inclusion in the research. Nonetheless, the team worked with CARE and the MOECHE to include as many of these stakeholders as possible, including substantial engagement with the recently created umbrella groups.
- ❖ Unclear data disaggregation between FMS and autonomous regions to the north: In much data supplied to the consultancy team, and indeed even within the ESSP and its action plan, disaggregation of data and targets between FMS and the two autonomous regions in the north, proved to be a substantial challenge. The consultancy team undertook to disaggregate findings in the report where possible.

JRES Workshop

Program of the Workshop		
Day One: Monday 8 th July 2019		
Time	Topic	Facilitator
08:00-09:00	Registration and Coffee	Protocol and Admin Team
9:00- 9:15	Welcome, Introductions and Prayer	Master of Ceremony
9:15-9:30	Setting the workshop theme, objectives and overview of the Joint Education Sector Review of Somalia	Ahmed Hassan Yusuf, Director General MoECHE
9:30-9:40	Entertainments	Bondhere Orphanage Girls
09:40-09:50	Donor Remarks	EU- Ambassador Nicolas Berlanga Martinez GPE - Morten Sigsgaard
09:50-10:00	Remarks by the State Ministries of Education representative	Representative
10:00-10:10	Official Remarks of Parliamentary Social Services Committee.	Representative
10:10am-10:20	Official Remarks of Relevant Line Ministers	Ministers if available Minister of Planning/finance
10:20- 10:40	Official Remarks of Ministry of Education and Higher Education	Hon. Abdullahi Godah Barre
10:40-11:00	Keynote address and formal opening	Prime minster/Deputy PM and /or Speaker of the lower house
11:00-11:45	JRES Synthesis Report	JRES Consultant
11:45-12:30	Q&A session: Key findings in the synthesis report	JRES Consultant /Master of Ceremony
12:30-13:30	Lunch and Prayer	All participants
13:30-13:45	Joint Press briefing – Donors /Ministry of Education	EU Press & Information Officer/Media
13:45-14:15	Presentation I: Equitable Access to Education	Khadija Abdullahi
14:15-14:45pm	Presentation II: Quality of Education: (Equity and Efficiency)	Mohamed Muqtar
14:45pm-15:15	Presentation III: Governance in education	Abdinur Ahmed
15:15-16:00	Panel Discussion	Master of Ceremony
16:00 – 16:15	Wrap up and end of day one	Master of Ceremony

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Day two: Tuesday 9th July 2019

Time	Topic	Facilitator
08:30-09:00am	Recap of Day one	Master of the Ceremony
09:00-9:30am	Plenary – Overview of Working Groups Sessions	Master of the Ceremony
09:30-11:00am	Simultaneous Working Group Sessions 1. Equitable Access to Education 2. Quality of Education 3. Governance in Education	Master of Ceremony
11:00 – 11:15	Coffee/tea break	
11:15-11:45	Working Group 1 Presentation & Discussion	Group Leader
11:45-12:15	Working Group 2 Presentation & Discussion	Group Leader
12:15 – 12:45	Working Group 3 Presentation & Discussion	Group Leader
12:30-13:30	Lunch and Prayer	
13:30-13:50	2019 Action Plan Presentations	Carfax Consultancy Firm
13:50-14:10pm	Aid Memoire / Communique	Morten Sigsgaard
14:10-14:30	Summary, recommendations and way forward	Masters of Ceremony
14:30-15:00pm	Closing Remarks	Hon. Abdullahi Godah Barre

Lessons Learned & Recommendations

This section undertakes to highlight key lessons learned and recommendations. It is not intended to be an exhaustive account of all such insights, but rather a targeted list of those matters most pressing (and most feasible) to be addressed by the MOECHE and Somalia's education partners in the coming year. This targeted approach was chosen, given the clear resource and capacity limitations



Unclear Partner Alignment to ESSP Priorities and Activities



Much activity across the education sector (both among international, national, and government actors) appears to align with priorities and plans which pre-date the launch of the ESSP; those achievements against the ESSP's Costed Action Plan for year 1 may be incidental, rather than intentional. Indeed, discussions with myriad stakeholders did not identify substantial, explicit intent or plans to align funding, activity, or outputs to the key strategic priorities and activities outlined within the ESSP. Furthermore, many actors did not appear to be familiar with the contents of the ESSP, nor how their organisation might be able to support in its implementation.



Need to Re-address Feasibility and Appropriateness of ESSP and Costed Action Plan, Need to Undertake Concrete Strategic Planning



The preceding challenge is likely to result from myriad issues, like: long donor funding timelines, sometimes requiring up to one year from initial application to disbursement; how ambitious the ESSP and its Action Plan are; the lack of detail, and allocations of responsibility to key non-MOECHE stakeholders; and the general resource restrictions facing education actors in Somalia. Whatever the reasons, it does appear unlikely that the scope, and indeed many individual ESSP activities as described, of the ESSP is feasible given the substantial resource and capacity restrictions highlighted in the preceding sections.

As such, the MOECHE and partners may benefit from a set of discussions rethinking the feasibility of the current ESSP, leading to a concrete redrafting of the costed action plan, and linked indicator targets. Specific actions should be led by national stakeholders (with participation of key international stakeholders), and to include (without limitation):

- ❖ Identification of which activities and priorities are feasible with available human and financial resources.
- ❖ Identification of those tasks and activities which are not feasible, and removal of these from the ESSP.
- ❖ Allocation of responsibility for specific actions to specific individuals, with timelines attached. Suggested subtasks for each key ESSP action include: identification and application for third party or national funding; oversight or disbursement of funds; provision of technical expertise; actual implementation of the task or activity; disbursement or management of funds; and any other tasks reasonably identified in the course of discussions.
- ❖ Identification of those actions which are likely to have the greatest positive impact on national development, and individual student wellbeing, and prioritisation of those.

- ❖ Rethinking of indicator targets, with specific attention given to whether resources will allow for the achievement of very ambitious targets given.

The preceding list comprises only a preliminary, suggested list of tasks; regardless of the specific actions taken, rethinking of the ESSP and linked Action Plans is essential to ensure strengthened, targeted activity, as opposed to the current approach which appears to be unfocussed, and spread thin across myriad competing priorities, many of which may not be strongly linked to impact on national development or individual student wellbeing.



National Collection and Consolidation of Data and Evidence



Current EMIS systems held by the government, and data collection approaches undertaken by international partners, do not appear to align well with the ESSP. Many indicators either do not appear to be tracked at all (e.g. achievement or retention data), or appear to be held by myriad partners in un-consolidated formats (e.g. EiE data). Similarly, there does not appear to be emphasis placed on tracking key quality indicators (namely retention or objective metrics of quality/achievement). Without tracking these key metrics in a systematic way, it may not be possible to then undertake to align national education activity to meet key targets.

The MOECHE and international partners will need to move quickly to strengthen EMIS data collection and consolidation systems and approaches; it may be necessary to invest in EMIS system development and improvement, and training of stakeholders at the centralised and decentralised levels on how to input data into, and maintain, this system. For clarity, simple commissioning of a consultancy to develop a new system, and provide brief training workshops, for the government will not be sufficient to ensure effective implementation of EMIS reforms; government and partners will have to think carefully, and strategically, about longer-term solutions which emphasise mentorship, accountability, and oversight. It may also be necessary to consider the use of non-government data in EMIS reporting (see USAID's current work on national EGRA and EGMA assessments) to serve both as supplementary evidence sources, as well as a key resource for objectively benchmarking national data and evidence.

Further to challenges with EMIS data, financial tracking and systems are not aligned to the ESSP, nor do they allow for the extraction of substantial insights into funding levels for specific activities, subsectors, or priorities. This makes it challenging to understand whether the government is meeting its ESSP obligations, and the degree to which international partners are supporting the ESSP. The government and international partners may wish to consider how to undertake reforms which emphasise transparency, accountability, and ownership, without resorting to short-term 'capacity-building initiatives' (e.g. one- or two-week workshops with limited mentorship or follow-up).



National and Devolved Education Authority Capacity to Coordinate and Lead



National and devolved education authorities face substantial resource and capacity restrictions, and have struggled to coordinate inputs at both the national and decentralised levels. At the decentralised level in particular, stakeholders appear to have limited inputs, in spite of recent progress and achievements in this regard. As such, when considering

strategies and approaches to implement the recommendations in this section, partners may wish to consider how to ensure the appropriate consultation and inclusion of stakeholders outside of Mogadishu on decisions which may affect them.



The Education Sector Committee as the Primary Forum for ESSP Implementation and Coordination



The Education Sector Committee is currently the primary forum in which education activities and requirements are discussed between government and international actors in Somalia's education sector. This has, to date, included discussion of ESSP implementation and resourcing.

A review of the function of the ESC was undertaken in 2018 by independent consultants funded by the EU. The review made several recommendations including the disbanding of the Nairobi based ESC and to strengthen the in-country based ESC which takes place on a rotational basis between Mogadishu, Garowe and Hargeisa. It recommended the ESC to be decentralised to the FMS regions. It also recommended that the ESC strengthen its function as an information repository for all programs funded by donors and the government. However, since then, the Nairobi based ESC has been disbanded but the in-country ESC has not been strengthened and operates on an ad-hoc basis rather than the regular monthly planned meetings. The additional contributing factor to the weakness of the ESC is that the ESC Coordinator post has been vacant since December 2018 and there is no clarity on when this post will be filled.

The government and partners may wish to consider taking urgent action to re-activate the role of the ESC as the main forum for strategic planning and discussions of the ESSP, allowing for the inclusion and consultation of stakeholders from across the country. The ESC should be re-activated to be a key venue for concrete planning, allocations of responsibility, identification of funding and technical assistance sources, and all other key technical and strategic elements required for effective ESSP implementation.



Limited Inclusion of Pastoralists in ESSP and Linked Action Plans



Pastoralists comprise 50% of Somalia's population, but have received limited attention in the ESSP. It will be challenging for Somalia to meet national targets in enrolment and development if the needs of these stakeholders are not considered. During discussions of ESSP revision and retargeting, consideration of pastoralist needs and requirements may be appropriate.

Donor Commitments

Donors have made their commitments explicit following the JRES Workshop on the 8th and 9th of July, 2019 in Mogadishu. A presentation was conducted in order to share the areas of focus and meaningful commitments that are to be carried out in the remainder of the ESSP activities.



Agreement with recommendations & challenges in JRES synthesis report



Next JRES: plan it well in advance (3-6 months), technical focus with stocktaking of previous year and planning for upcoming year, more of a joint review: stakeholders incl. FMS to present alongside MoECHE



Data: strengthen EMIS, timely data collection and processing.



National and Devolved Education Authority Capacity to Coordinate and Lead



Quality of education: curriculum, textbooks, teacher training – in a harmonized way, focusing on learning outcomes



Access to education: framework for engaging private providers, continued support to education in emergencies and humanitarian-development coherence; focus on improving gender equity; ABE



Aid effectiveness: Coordination, alignment, mutual accountability and transparency: share information, project documentation and data with MoECHE, transparent procurement.



Systems strengthening: Focus on improving government delivery structures (rather than bypassing); support FGS-FMS cooperation on education.

Methodology

Agenda

The agenda for the JRES was clearly defined before work was started and an inception report was created to alleviate any inconsistencies of expectations from all stakeholders, this was an inclusive process for all major stakeholders (MOECHE, Carfax Education, CARE).

Major activities	Outcome
In consultation with development partners, determine the scope and methodology of the JRES to be used and develop a common vision of the whole process.	3 Meetings took place before the start of the JRES to accommodate needs of all parties. A common vision was created and agreed on.
Conduct a desk review of the ESSP, JRES and the relevant documents informing the ESSP.	Documents from the ministry were shared with the Carfax consultants. The comprehensiveness of the documentation could have been improved to increase efficiency. Documents pertaining to the previous JRES were scattered and often difficult to access.
Undertake consultative interviews with key stakeholders and conduct field visits (given the time constraint) to Somalia to collect additional information.	An initial 10 days were spent in Mogadishu to conduct KIIs and FGDs with key stakeholders with a particularly successful day meeting with the Minister of Education, Director General and other Ministry staff, University stakeholders, Government School headteachers and Umbrella groups. This is method is advisable, however, 2 days would allow more comprehensive discussions. In addition, 4 consultants went to the 4 states included in the scope of the JRES and led KIIs and FGDs with relevant stakeholders. Furthermore, VOIP KIIs were conducted with external partners in the education sector to complete the remaining stakeholders. Finally, the JRES Workshop allowed a platform for decisions to be made regarding specific ESSP targets and gave an opportunity to submit data that challenged or augmented the latest findings of the JRES report using an online tool.
Review the current Action Plan in close coordination with the federal MOECHE, State level MoEs and Partners.	The Action Plan was reviewed and discussed both during the KIIs, FGDs, VOIP Interviews and during the JRES Workshop.
Create a Synthesis report and a PowerPoint presentation covering an overview of the current state of the education sector in Somalia in relation to the Education Sector Strategic Plan.	A synthesis report was generated using all the data provided and had 3 cycles of feedback from the relevant stakeholders. A 45-minute PowerPoint presentation was created and delivered covering the focus subsectors. It would be suggested that this

	presentation be extended due to the amount of results and recommendations needed to be expressed.
Conduct a workshop for stakeholders of the findings of the JRES, conclusions and recommendations.	A workshop was conducted on the 8 th and 9 th of July in Mogadishu with representatives from all stakeholder groups with the exception of local groups, such a women's rights groups and local teachers.
Draft the final report and share it with the development partners for feedback	A Final report was submitted to partners and other stakeholders for final verification and validation.

Provisional Timeline

The below timeline describes how the time limitations necessitated extensions for the JRES to be completed.

Date	Task	Actual Date Completed
2-7 June	In consultation with Federal MOECHE and development partners, determine the scope and methodology of the JRES tools and instruments to be used and develop a common vision of the whole process.	7 June
8-18 June	Consultant arrives in Mogadishu, Somalia. Consultations with all stakeholders to be conducted. The Action Plan for the ESSP will be reviewed during this process.	18 June
8 June	Meet local team and finalize meetings for stakeholders and transfer of documents	8 June
9-13 June	Meeting National Stakeholders for data collection	11 June
15-18 June	Meeting with iNGOs, Donors and Local Stakeholders	6 July
19-30 June	Creation of Sectoral/Synthesis Report and a PowerPoint presentation covering an overview of the current state of the education sector in Somalia in relation to the Education Sector Strategic Plan.	7 July
30 June -3 July	Validation of report by key stakeholders and client feedback	7 July
3-6 July	The synthesis report will be circulated a few days prior to the JRES and provide the basis for discussions during the JRES workshop.	7 July

7-9 July	The consultant will assist the Federal MoECHE and State level MoEs to plan for and implement a two-day JRES workshop in mid-June 2019 in Mogadishu, Somalia.	9 July
9 July	The consultant will develop an Education Action Plan for 2019, ensuring that the activities proposed in the plan will incorporate priorities and key strategies, and be in line with the ESSP 2018-2020.	27 July
9 July	The consultant will provide a report on all stages of the Joint Review of the Education Sector, on issues raised, key findings and recommendations in the form of an Aide Memoire.	26 July

In future the JRES should have at least 3 months to be completed and documentation should be provided to all stakeholders involved its creation before the starting the project.

Stakeholder Groups Represented

The following stakeholder groups were represented in the JRES:

- ❖ National Ministry Staff
- ❖ International Donors
- ❖ External Implementing Partners
- ❖ State-Level Ministry Staff
- ❖ State-Level REOs and DEOs
- ❖ Headteachers of government schools
- ❖ University Leaders
- ❖ Umbrella Organisation Leaders
- ❖ Parents
- ❖ Students
- ❖ Student Leaders
- ❖ Local Groups

Work Plan Methodology

In order to facilitate the recommendation of an ESSP 2018-2020 meeting with all stakeholders a work plan has been created to understand the potential impact of each of the activities in the ESSP and the feasibility of those activities given the context and current state of the education in Somalia. The method used to weight each activity is given below

- ❖ Potential Impact - The amount of people directly benefitting from the activity over the next 12-months. Most national policies will cause a direct benefit to the population associated with the policy and therefore has a high potential impact. Low potential impacts would include activities that affect smaller populations and medium potential impact activities are ones where the number effected is ambiguous or a small targeted population on a national level, for example, most of the higher education activities apply to a small number of students as the total enrolment for higher education is 25,147.
- ❖ Feasibility – The feasibility has been determined with caution and therefore has a critical viewpoint of the capacity of stakeholders based on the previous 12 months completion of activities. There are many factors that determine the feasibility of each activity and without careful planning and implementation many will not be completed. This weighting takes into account factors such as:
 - Current planning to complete the activity;
 - Current Funding;
 - Current attitudes to the prioritisation of activities;
 - Accessibility;
 - Security;
 - Capacity of staff; and
 - Time.

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