GLOBAL PARTNERSHIP FOR EDUCATION SUPPORT

Education Sector Plan Implementation Grant for the Additional MCA for Somaliland

January 1, 2020 to December 31, 2022

August 2019
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAGR</td>
<td>Annual Average Growth Rate</td>
</tr>
<tr>
<td>ABE</td>
<td>Alternative Basic Education</td>
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<tr>
<td>ADRA</td>
<td>Adventist Development and Relief Agency</td>
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<tr>
<td>AET</td>
<td>Africa Education Trust</td>
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<tr>
<td>CA</td>
<td>Coordinating Agency</td>
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<td>CEC</td>
<td>Community Education Committee</td>
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<tr>
<td>CRM</td>
<td>Complaint Response Mechanism</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<td>DFID</td>
<td>Department For International Development (UK)</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>EDT</td>
<td>Education Development Trust</td>
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<tr>
<td>EFPT</td>
<td>EMIS Focal Point Teacher</td>
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<tr>
<td>ERGA</td>
<td>Early Grade Reading Assessment</td>
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<td>EIE</td>
<td>Education in Emergencies</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<tr>
<td>ESA</td>
<td>Education Sector Analysis</td>
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<td>ESPIG</td>
<td>Education Sector Plan Implementation Grant</td>
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<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
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<td>ESC</td>
<td>Education Sector Committee</td>
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<td>EU</td>
<td>European Union</td>
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<td>GA</td>
<td>Grant Agent</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
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<tr>
<td>GFS</td>
<td>Girl Friendly Space</td>
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<td>GPE</td>
<td>Global Partnership for Education</td>
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<td>GPI</td>
<td>Gender Parity Index</td>
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<tr>
<td>IDP</td>
<td>Internally Displaced People</td>
</tr>
<tr>
<td>INGO</td>
<td>International Non-Governmental Organization</td>
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<tr>
<td>IPTTT</td>
<td>Indicator Performance Tracking Table</td>
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<tr>
<td>IQS</td>
<td>Integrated Quranic Schools</td>
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<tr>
<td>JRES</td>
<td>Joint Education Sector Review</td>
</tr>
<tr>
<td>KRT</td>
<td>Key Resource Teacher</td>
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<tr>
<td>MEAL</td>
<td>Monitoring, Evaluation, Accountability, and Learning</td>
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<tr>
<td>MLA</td>
<td>Measuring Learning Achievement</td>
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<tr>
<td>MOES</td>
<td>Ministry of Education &amp; Science</td>
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<td>MOERA</td>
<td>Ministry of Endowment and Religious Affairs</td>
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<td>MOH</td>
<td>Ministry of Health</td>
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<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>NDP</td>
<td>National Development Plan</td>
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<tr>
<td>NFE</td>
<td>None Formal Education</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NRC</td>
<td>Norwegian Refugee Council</td>
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<tr>
<td>PRC</td>
<td>Pupil Class Ratio</td>
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<td>PES</td>
<td>Population Estimation Survey</td>
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<tr>
<td>PSC</td>
<td>Program Steering Committee</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>QASS</td>
<td>Quality Assurance and Standards System</td>
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<tr>
<td>QASSO</td>
<td>Quality Assurance and Standards System Officer</td>
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<tr>
<td>QLE</td>
<td>Quality Learning Environment</td>
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<tr>
<td>REO</td>
<td>Regional Education Officer</td>
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<tr>
<td>SCI</td>
<td>Save the Children International</td>
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<td>SDG</td>
<td>Sustainable Development Goals</td>
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<tr>
<td>SEL</td>
<td>Social and Emotional Learning</td>
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<td>SIP</td>
<td>School Improvement Plan</td>
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<td>SNCE</td>
<td>Somaliland National College of Education</td>
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<td>SNP</td>
<td>Somaliland National Education Policy</td>
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<tr>
<td>SOMGEP</td>
<td>The Somali Girls Education Promotion Program</td>
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<tr>
<td>TLC</td>
<td>Teacher Learning Circle</td>
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<tr>
<td>TOT</td>
<td>Training of Trainers</td>
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<tr>
<td>TVET</td>
<td>Technical and Vocational Training</td>
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<tr>
<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific, and Cultural Organization</td>
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<tr>
<td>UNGEI</td>
<td>United Nations Girls' Education Initiative</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>USD</td>
<td>United States Dollar ($)</td>
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<tr>
<td>WASH</td>
<td>Water Sanitation and Hygiene</td>
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</table>
**PROJECT SUMMARY**

<table>
<thead>
<tr>
<th><strong>Project Name:</strong></th>
<th>ESPIG for the Additional MCA for Somaliland</th>
</tr>
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<tbody>
<tr>
<td><strong>Country</strong></td>
<td>Somaliland</td>
</tr>
<tr>
<td><strong>Project Location</strong></td>
<td>Somaliland: 7 Regions</td>
</tr>
<tr>
<td><strong>Project value and Contribution:</strong></td>
<td>US$ 8,217,600 (original ESPIG+ 15,02,000 (Additional MCA)</td>
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<tr>
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<td>Total budget 23,237,600. 20% of the Additional MCA will support emergency response interventions</td>
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<tr>
<td><strong>Beneficiaries (Direct and indirect)</strong></td>
<td>Direct Total: 47,728</td>
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<tr>
<td></td>
<td>Girls: 22,100</td>
</tr>
<tr>
<td></td>
<td>Boys: 22,100</td>
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<tr>
<td></td>
<td>Women: 1,355</td>
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<tr>
<td></td>
<td>Men: 2173</td>
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<tr>
<td></td>
<td>Indirect Total: 22,705</td>
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<tr>
<td></td>
<td>Girls: 9,600</td>
</tr>
<tr>
<td></td>
<td>Boys: 9,600</td>
</tr>
<tr>
<td></td>
<td>Women: 1,045</td>
</tr>
<tr>
<td></td>
<td>Men: 2,460</td>
</tr>
<tr>
<td><strong>Project Objectives/Outcomes:</strong></td>
<td><strong>Overall Objective (Global Result):</strong></td>
</tr>
<tr>
<td></td>
<td>By 2022, girls are boys of primary school age, in Somaliland, have acquired the skills and competencies, through safe, protective learning environments</td>
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<td></td>
<td><strong>Outcomes:</strong></td>
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<tr>
<td></td>
<td>1. Increase Enrolment in 220 primary schools supported under the GPE by 20% over their baselines, with 50% girls.</td>
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<td></td>
<td>2. Improve Pedagogical skills of primary school and ECE teachers (25% women) improved through professional training and certification.</td>
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<td></td>
<td>3. Establish efficient, effective and functional monitoring systems at MOES central and devolved levels (REO/DEO/school)</td>
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<tr>
<td><strong>Implementing Partner</strong></td>
<td>Save the Children, Ministry of Education, REOs, and DEOs in Somaliland</td>
</tr>
<tr>
<td><strong>Sector</strong></td>
<td>Education</td>
</tr>
<tr>
<td><strong>Project Period</strong></td>
<td>3 Years (1st January, 2020 – 31st December, 2022)</td>
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<tr>
<td></td>
<td>The first ESPIG Period (1st July 2018 to 30th June 2021. In order to implement the additional MCA, the first ESPIG will be extended to December 2022.</td>
</tr>
<tr>
<td><strong>Contact person for the project</strong></td>
<td>Name: Mengistu Koricha, Head of Education Somaliland Country Office</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Mengistu.Koricha@savethechildren.org">Mengistu.Koricha@savethechildren.org</a></td>
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<td>+254 739968275</td>
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INTRODUCTION

Somaliland was a participant in the Global Partnership for Education (GPE) program for the period 2012-2016, under the overall Application for the Federal Government of Somalia, with UNICEF as the Grant Agent. The total amount awarded to Somaliland under the Application was $4.2 million. The Program had 4 key components:

1. **MOE Salaries and Incentives Payments**
   a. Payment of salaries of 300 primary school teachers
   b. Payment of incentives to 900 head teachers
   c. Payment of incentives to 13 Regional Education Officers (REOs)

2. **Quality Assurance and Supervision**
   a. Operationalization of the Quality Assurance Framework at the local levels

3. **Teacher Training Systems Strengthened**
   a. Establishment of Teacher Training Institute (TTI)
   b. Development of teacher training framework, comprising teacher training policy and minimum standards

4. **Gender Equity in School Management System**
   a. School based leadership training and mentoring of 50 female primary school teachers before being deployed as head teachers.

The GPE also provided a three years’ education sector program implementation grant (ESPIG) for Somaliland from July 2018 to June 2021 following the development of the 2017-2021 five years Education Sector Strategic Plan (ESSP informed by the Education sector analysis [ESA]). This program is building on the so far achievement of the ESPIG program but expanded its program intervention scope and geographical locations within Somaliland reaching all its regions.

While the three years ESPIG Program is ongoing, GPE Provided Additional Maximum Country Allocation (MCA) of about 15.02 million. This additional MCA will build on the existing and ongoing ESPIG and both programs will contribute to the implementation of the five years’ strategic plan with expanded scope and deepened intervention in more geographical areas beyond the reach of the current ESPIG. 20% of the Additional MCA Budget will be used to support the emergency response interventions and the remaining 80% will supplement the current ESPIG.

This GPE Application is developed for the additional MCA by building on the ongoing ESPIG for three years’ period 2020 to 2022. Following the validated ESSP 2017-2021 both programs will focus on the below 3 components.

1. **Access and Equity**
2. **Quality and Learning Outcomes**
3. **Efficient and Effective Education System**

### Proposed Intervention Matrix

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Area of Impact</th>
<th>Link to ESSP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1: Access and Equity</strong></td>
<td>Access to Basic Education</td>
<td>Priority Objective 2.1: Expand and Increase Access and Equity in Primary education</td>
</tr>
<tr>
<td>Enrolment in primary schools supported under the GPE increase by 20% over the baselines, with 50% girls.</td>
<td></td>
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</tr>
<tr>
<td><strong>Output 1.1: Increased enrolment of girls and boys in primary school,</strong></td>
<td>Access to Basic Education</td>
<td>PO 2.1d Total enrolment</td>
</tr>
</tbody>
</table>
| Output 1.2: | Girls attending GPE supported schools benefit from affirmative action. | Equity in Basic Education | PO 2.1b Gender Parity Index (GP)  
2.1.7 # of GFS constructed and furnished |
|---|---|---|---|
| **Outcome 2: Quality and Learning Outcomes** | Pedagogical skills of primary school and ECE teachers (25% women) improved through professional training and certification. | Quality in Basic Education and Early Childhood Education | Priority Objective 2.2: Improve the Quality and Relevance of Primary Education  
Priority Objective 1.3 Improve Internal and External Efficiencies within ECE |
| **Output 2.1:** Girls and boys attend GPE supported schools which meet minimum standards. | Quality in Basic Education | N/A |
| **Output 2.2:** Teachers provided with pedagogical skills in literacy, gender sensitive teaching, and Social and Emotional Learning (SEL) | Quality in Basic Education | PO 2.2a % of qualified teachers |
| **Output 2.3:** Institutional framework of ECE sub-sector is developed | Education Management | Priority Objective 1.3 Improve Internal and External Efficiencies within ECE |
| **Output 2.4:** Girls and boys attend GPE supported ECE classes which meet minimum standards | Quality in Early Childhood Education | PO 1.3. ECE minimum standards applied by ECE facilities |
| **Output 2.5:** Revision and standardization of curricular materials. | Quality in Basic Education mainly learning outcome of children | Priority Objective 2.2: Improve the Quality and Relevance of Primary Education |
| **Outcome 3: Efficient and Effective Education System** | Established efficient, effective and functional monitoring system at MOES central and devolved levels (REO/DEO/school) | Efficient and Effective Education System | Improve and strengthen governance and Capacity development for MOES system |
| **Output 3.1:** Quality Assurance and Standards System (QASS) Department services are functional and decentralized to devolved (REO/DEO) levels | Efficient and Effective Education System | N/A |
| **Output 3.2:** EMIS Unit is operationalized, functional and decentralized to devolved levels (REO/DEO/school). | Efficient and Effective Education System | PO 7.4 EMIS decentralized and functioning |
| **Output 3.3:** An effective disaster and emergency strategic plan is developed and is operationalized. | Education Management | PO 7.7b % of Education budget to EiE |
| **Output 3.4:** School and community structures promote safe, inclusive, gender sensitive basic education. | Education Management | 2.3.4 # of school improvement plans introduced and operationalized |
THE PROGRAM CONTEXT

Socio-Political and Economic Context

Somaliland declared independence from Somalia in May 1991 and has since undergone a relatively successful process of post-conflict peace building and reconstruction. Since 2002, Somaliland has held three successful democratic elections. The peaceful environment has afforded the government an opportunity to direct attention to social development infrastructure, such as education. However, due to the generally weak economy, poverty remains acute in the country, with an estimated poverty rate of 72%, and an average intensity of poverty at 54%. Unemployment is widespread, with only 29.6% of the economically productive age (15-64) in productive employment. Youth unemployment is high with two-thirds of those aged 15 - 35 years unemployed. Research has indicated that youth unemployment is closely linked to increased drug and khat use, increased crime and the possibility of joining or associating with local gangs.

ESSP (2017-2021) indicates that child labor in Somaliland is estimated at 18%, principally due to widespread poverty. The population of Somaliland is estimated to be 3.5 million people (51.2% female) with an average population growth rate of 3.1% per annum. The urban areas are more congested, with about 60% (1.85 million) of the population, with the remaining 40% distributed between the nomadic/pastoralists areas (1.2 million) and sedentary rural areas (0.4 million). The estimated number of Internally Displaced Persons (IDP) is 84,000. It is expected that the total population will grow by 32% between 2010 and 2020. This implies that the school-going eligible age population will also increase considerably in the next four years, necessitating expansion of access to learning facilities at all levels. The rise of IDPs is due to the ongoing drought conditions which have resulted in successive poor crop harvests, substantial livestock losses and large-scale displacement from rural to urban areas. The upsurge in displacement has increased protection concerns and disease outbreaks and exacerbated existing vulnerabilities, particularly among women, children, elderly, persons with disabilities and marginalized communities.

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2 MOES. Somaliland Education Sector Strategic Plan (2016-2021).
3 Khat known in Somalia as “qaad” or “jaad”, is a plant whose leaves and stem tips are chewed for their stimulating effect. The consumers get a feeling of well-being, mental alertness and excitement. The after effects are usually insomnia, numbness and lack of concentration. The excessive use of khat may create considerable problems of social, health and economic nature.
4 High-quality Research Support (HQRS) Programme 2: Youth Unemployment in Hargeisa: Causes and Consequences
6 Somaliland Multiple Indicator Cluster Survey. 2011.
**Education Sector Development Partners**

Various international and local organizations and donor agencies have participated in the reconstruction of the education sector in Somaliland over the last 10 years. Some of the key donors’ agencies and multilateral organizations active in educational development in Somaliland include the European Union (EU), Department for International Development (DFID), UNICEF, United States Agency for International Development (USAID), and the Government of the Netherlands.

There are many international and local non-governmental organizations (INGOs/LNGOs) that have been active in educational development in Somaliland. Key among the INGOs in educational reconstruction in Somaliland are: Save the Children International, CARE International, Adventist Development and Relief agency (ADRA), Islamic Relief, Mercy Corps, Norwegian Refugee Council (NRC), CARITAS, Africa Education Trust (AET), and Education Development Trust (EDT).

**Education Cost and Financing**

Since the presidential decree for Free Primary Education in 2011 whose implementation has now rolled out nationwide, the national budget allocation for the education sector has almost doubled, from USD 7.8 million (in 2012) to USD 14.6 million (2016). This is an 87.2% increase from 2012. The majority (72%) of the education budget is earmarked for teachers’ salaries, with the remaining 28% earmarked for capital expenditures. However, the share of national budget to the sector has stagnated at 8% over the last four years. The MOES will continue to negotiate for a larger budget allocation to enable the education sector to meet the demands for increased government investment in education and training. It is envisioned that the education budget will rise from USD 14.6 million to USD 55.7 million by 2021, if the National Government allocation to the education sector is sustained at 1% annual increase over the next 5 years. If this happens, then the share of education budget will rise from 8% in 2017 to 13% in 2021.

In addition to donor funding which comes in through various educational development intervention programs, education financing has been a partnership between the government and communities/parents.
who have continued over the years, to finance the salaries of subordinate staff, topping up incentives for rural primary school teachers; financing some of the construction, extensions, renovations and furniture of primary schools, improving school hygiene and sanitation, etc. The private sector is a key contributor to educational development in Somaliland, at the basic and higher education levels and training. However, the contribution of communities and the private sector to cost and finance of education is not well documented. The financial accountability system at the MOES still needs to be strengthened, from the school to the national level.

When the government declared free primary education in 2011 to improve access and provide opportunity to all children, communities and private sector contribution to education financing significantly reduced leaving most of the schools without funding to run their day-to-day teaching and management responsibilities. This was because they thought the government would cover all education costs. On the other hand, more than 70% of the government domestic education financing mainly covers recurrent expenditures including salary of staff and teachers. The government relies much on external financial support to run its education system from school level to system building at national and regional levels to effectively implement the five years ESSP and maintain the system. However, the government committed to gradually increasing the domestic financing during the five years’ strategic plan from 8-13% and this could cover some of the financial needs of the schools in the future coupled with bringing communities and private sector contribution back on track with more lobbing and making them understand how the system requires support from all stakeholders.

This proposal is part of the MOES’ GPE Grant Application package for the period 2017-2021 for both existing ESPIG (2018-2021) and Additional MCA (2020 to 2022) with program extension up to December 2022 to implement the Additional MCA Plan and Budget. Somaliland is a fragile state, recovering from the turmoil of civil war, and with its weak economic bases and low financial capacity, it will not be in a position to take an ex-post approach to this Application. Somaliland is therefore requesting for an ex-ante approach to this Grant Application. A separate justification has been prepared and presented to the GPE Secretariat during the first application of the ESPIG and the Additional MCA will build on the existing ESPIG with expanded scope and geographical location mainly to districts that did not benefit from the existing ESPIG.

**KEY SUCCESSES AND CHALLENGES IN EDUCATION, IN SOMALILAND**

**The Somaliland Education Sector Strategic Plan (ESSP 2017-2021)**

This GPE Program is based on the Somaliland Education Sector Strategic Plan (ESSP, 2017-2021), and is aligned with the GPE guidelines for education sector strategic plans. The priorities of ESSP (2017-2021) are based on the findings of the Somaliland Education Sector Analysis (ESA, 2016), and are centered around the 7 pillars in the education sector, namely; Early Childhood Education; Primary Education; Non-Formal Basic Education; Secondary Education; Teacher Education; Technical and Vocational Training (TVET); and Higher Education. They are also anchored on the mission, goals and objectives of the Somaliland National Policy of Education (SNPE, 2015-2030), which articulates the commitment of the MOES to provide quality, affordable and competitive education to all citizens. These broader goals and objectives of the SNPE are in line with the principles of the United Nations Convention on the Rights of the Child (UNCRC), specifically Article 28, which views education not only as the right of the child, but a powerful ingredient in the national democratization process.

The SNPE on which the ESSP is anchored, and which by extension informs and guides this GPE Program articulates that education as human right equips the nation with lifelong skills which will progressively lead the nation towards the achievements of the Sustainable Development Goals (SDGs).

The SDGs of particular interest to the SNPE, the ESSP and by extension this GPE Program include:
• Goal 4: Quality Education: Ensure inclusive and quality education for all and promote lifelong learning for all
• Goal 5: Gender Equality: Achieve gender equality and empower all women and girls
• Goal 10: Reduced Inequalities: Reduce inequalities within and among countries
• Goal 16: Peace and Justice: promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Three GPE goals are also of interest to this application, including:
1. Improved and more equitable learning outcomes
2. Increased equity, gender equality and inclusion for all
3. Effective and efficient education systems

The key successes of the ESSP 2012-2016, as articulated in the ESSP 2017-2021 are highlighted below:
1. A policy of free primary education has been implemented across the country (though yet to be realized for many children);
2. 66% of primary teachers are now on the payroll of the government;
3. An increase in the teaching force and slight growth of learners has meant the teacher-to-learner ratio has been maintained. The pupil-teacher ratio for formal primary was 31:1 in 2014/15;
4. A school construction program of classrooms has kept pace with the expansion in learner numbers;
5. The introduction of a new outcome-based curriculum framework with syllabi (but is insufficient support learning materials produced based on the framework);
6. The Gender Parity Index for primary education has improved over the last four years from 0.76 to 0.83; and
7. Encouraging results in Somali literacy; there is also some improvement in examination pass rates for grade 8 and Form 4.

Despite these successes, there were still shortfalls in the delivery of the ESSP 2012-2016 as set out in the ESSP 2017-2021:
1. 5% growth rate in GER in primary education against a target of 75%. A decline in the quality of teachers represented by an increase in the ratio of unqualified teachers, with nearly 50% of teachers not categorized as ‘qualified’;
2. Low learning outcomes at the primary level, with low results in mathematics and writing;
3. Students’ participation rates in the education system are still low, with more than 50% of children and youth being excluded from basic education;
4. Low proportion of female teachers reflecting ongoing gender-based inequities;
5. Lack of effective government capacities to support EiE for IDPs and pastoralist children;
6. Ongoing challenges with capacity of the ministry to provide effective and efficient education services
7. Stagnation regarding increasing budget allocations to the education sector as a proportion of the national budget.
8. Quality in all subsectors is a constant challenge as evidenced by rather low achievement levels;
9. There is a significant trend towards increasing privatization of basic (primary and secondary) education, largely driven by the low-quality delivery of public services, mostly attributable to the low quality of teachers and low professional morale, as well as poor infrastructure and lack of equipment in public schools.

The Somaliland National Education Policy (SNEP, 2015-2030) shows the commitment of the Government/MOES to the reconstruction and development of education in the country. It articulates policy priorities of expanded access and equity for all Somaliland children at all levels of education, regardless of their socio-economic background and physical status; quality, relevance of education, and learning outcomes; the need for an efficient and effective education system; and the importance of a strong
and functional management system of education from the central to devolved levels, including disaster management and emergency response to minimize negative impact on students. This commitment to provide educational services to all children is shown partly in the policy of Free Primary Education (2021) whose implementation is ongoing across Somaliland, and the increased number of teachers in the government payroll, and reiterated in the ESA 2016 report and ESSP 2017-2021. Both the ESA and ESSP discuss education as a tool for national economic development, the transformation of lives at the individual, community and national levels, and for promoting peace between communities and national stability.

As a result of this commitment, the MOES in partnership with international and local educational development partners, continues to invest in the expansion of access to learning both in rural and urban areas; the improvement of the quality of education offered through curricular reviews, the training and certification of teachers at the primary and secondary school levels; and strengthening of institutional management and administrative systems both at the central and devolved (REO/DEO/school) levels. The increase in national budget allocation to the education sector almost doubled (from 7.5 % to 14%) over the last five years is also another indication of this commitment. The successful pilot local partnership between the MOES and three municipal authorities of Borama, Burao and Berbera, to fund local educational services is further testimony to the commitment of the government both at central and local levels to support educational development in Somaliland.

Educational development in Somaliland continues to face critical challenges, some of which are highlighted below under the sub-sectors and themes and sectors of interest to this GPE Program.

**Primary Education**

Primary Education is the foundation of continued academic and lifelong learning, ensuring skills in literacy and numeracy, which in turn facilitates learning by building the skills of reading and comprehension leading to improved children’s learning outcomes.

Primary education is now free for all children and provides eight years of schooling, from Grade 1 – Grade 8. While primary education is considered compulsory, there is no legal process to enforce this in practice. Primary education is the biggest sub-sector within the MOES, but this is not translating in terms of access to quality primary education for the most vulnerable groups in Somaliland. Primary education in Somaliland still faces the critical issue of access and retention of the most vulnerable girls and boys across the country, with girls, pastoralist/nomadic communities, children with disabilities, over-age out-of-school children, poor communities, and Internally Displaced Persons (IDPs) being most affected.

While progress has been made towards providing access to primary education, retention and quality also need to be taken into consideration; providing access to education alone does not guarantee learning. Completion rates, according to the ESSP 2017 – 2021 are around 63% for Grade 5, but data for higher grades is currently unavailable, as the Scholastic Yearbook for 2016/2017 has not yet been produced. Additionally, student performance is a concern, following assessments conducted in literacy, in which girls and boys performed poorly.

The table below shows the percentage of children at each reading level, in the 2016 Early Grade Reading Assessment conducted by Save the Children in 2016:

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Definition</th>
<th>% of Children at Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Readers</td>
<td>0 Words Per Minute</td>
<td>7.9%</td>
</tr>
<tr>
<td>Low Readers</td>
<td>1-45 Words Per Minute</td>
<td>45.3%</td>
</tr>
<tr>
<td>Emergent Readers</td>
<td>45-60 Words Per Minute</td>
<td>41%</td>
</tr>
<tr>
<td>Fluent Readers</td>
<td>&gt;60 Words Per Minute</td>
<td>5.8%</td>
</tr>
</tbody>
</table>
Some of the key challenges facing the Primary Education sub-sector, as reflected both in the ESA and the ESSP are:

**Access and Equity**
1. Despite implementation of a Free Primary Education policy, the GER at primary education level has stagnated at around 44.3% (male 48.5%, female 40.1%), while the NER is 33.7% (36.3% male & 31.0% female), based on the latest Scholastic Yearbook (2014/2015). Possible explanations include:
   a. Lack of parental confidence in government schools providing relevant education. The large increase in enrolment in private schools of higher quality is evidence of this lack of trust. They are of course, financially prohibitive for most parents;
   b. The hidden costs of education, including clothing, exercise books and the opportunity costs of losing potential labor can be financially prohibitive for most parents;
   c. The quality of the teachers, many of whom are demotivated due to low and irregular salaries, which is exacerbated by the community no longer contributing through school fees;
   d. Lack of facilities in government schools, including lack of learning materials and physical facilities such as water;
   e. Distance and insufficient schools, especially in rural areas.
2. The Gender Parity Index (GPI) of 0.83 at the primary school level suggests gender discrepancies in education, with fewer girls than boys attending primary school;
3. Approximately 50% of children of eligible age are out of school, mostly in rural areas or are among the urban poor.
4. Access for vulnerable children including children with special needs, pastoralists, rural, IDPs/returnees, and girls is still very low.
5. It is estimated that the enrolment for vulnerable groups, particularly children with special needs and pastoralists is below 20%. No official data is available;
6. Disparity in learning space distribution between urban and rural schools. Most primary schools in large urban centers like Hargeisa (Maroodijex Region) and Burco (Togdheer Region) are congested and classrooms are overcrowded with Pupil per Classroom Ratios (PCRs) that range from 60:1 to 75:1, compared to most rural schools with low PCRs, some with 30:1.
7. Gender inequity in the teaching force at the primary school level, where the average proportion of female teachers is only 14.3%. Evidence shows that female teachers lead to significant increases in enrollment and retention of female learners in schools (SIDRA, 2014).

**Quality and Learning Outcomes**
1. Poor quality of instruction at the primary school level, with about 60% of the primary school teachers being unqualified and/or untrained.
2. The continues grow of teachers coupled with the need for trained/certified teachers emphasizes the need to complete the construction and furnishing of Somaliland National College of Education (SNCE) to ensure standardization of teacher education and continuous teacher professional development for quality curriculum delivery;
3. Textbooks based on the new curriculum have been developed and published locally. However, they remain prohibitively expensive, particularly for the most vulnerable and disadvantaged groups.
4. Performance standardized national primary Grade 8 exit examinations remains low, as reported in the ESA (2016) and ESSP (2017-2021) with no practice in national learning assessment.
5. Only 46% of primary schools in Somaliland have access to WASH facilities, and only 32% have access to safe drinking water as reported in the MOES Education Statistics Yearbook (2013/2014)

**Early Childhood Education**
The MOES has recently adopted ECE as a strategy for promoting, readiness for primary and lifelong learning among children in Somaliland. Education research shows that ECE sets a foundation that enhances
the holistic development as well as confidence and self-esteem of a child, and yields significant long-term benefits such as regular attendance, cognition and academic achievement, grade progression, and completion of the school cycle, among other benefits. ECE programs, provided by MOES, of which there are 7 centers, and organizations are a fairly recent development in education in Somaliland, with almost all ECE classes being established in urban centers.

Most children in Somaliland access ECE through Quranic schools providing children with spiritual and moral education through understanding and teaching of the Holy Quran, rather than preparing young children for primary school. It was also highlighted in the ESSP 2017-2021 that data on enrolment of children aged 3-6 years, in Quranic education, is limited but it is thought that the majority of children attending Quranic schools are of school age and often attend alongside primary education.

Communities have limited understanding of the importance and role of ECE on child development. While the role of the Quranic schools is clear to communities, advocating for ECE will require a significant amount of community awareness raising activities, while ensuring that teachers are trained and have the skills to support young children.

The ESA 2016 and ESSP 2017-2021 report that little progress has been made in ECE during the period of the ESSP 2012-2016. In summary, some of the key challenges facing the ECE sub-sector, as reflected both in the ESA and the ESSP are:

**Access and Equity**
1. Lack of ECE programs in Somaliland, with only a limited number of facilities run by private individuals and organizations; only 7 ECE pilot centers run by the MOES, in urban centers.
2. Cost of ECE is prohibitive for the majority of families, making it only accessible to children from more affluent families.
3. No ECE policy for the sub-sectors to govern its development. The Somaliland National Education Policy include some direction on ECE, but does not provide detailed guidance on the specifics of developing and managing the program.
4. ECE enrolment is estimated at around 3.2% (ESSP 2017-2021), however, there is no data to verify, as the Education Management Information Systems (EMIS) does not capture this data at present.
5. Lack of awareness in communities about the benefits of ECE for children.

**Quality and Learning Outcomes**
1. No standardized curriculum for ECE or assessment tools for ensuring child development.
2. No teacher assessment data, however, it is thought that many ECE teachers/facilitators are using outdated rote learning methods in the ECE classroom inherited form the Quranic schools.
3. Teachers are often inexperienced and unqualified, with no national ECE teacher training curriculum available.
4. Limited learning, development and play materials are available in the classroom.

With the importance of delivering ECE for children in the age bracket of 3-5 well justified above, the Somaliland ESSP Plan is to establish and operationalize 33 ECE centers for the five years. Currently 10 centers are operational and the MoES is planning to establish the remaining 23 centers. However, the main institutional donors supporting Somaliland Education hardly prioritize and fund ECE and thus the MoES would not be able to meet the ESSP target. The first GPE supported ESPiG is supporting the

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establishment of the ECE system mainly establishing the curriculum, policy and guidelines as well as teacher training including the below main activities.

- Study tours and cross learning with countries with similar socio-cultural and religious populations to examine the integration of ECE into education system including Quranic Education as well as its system building and management practices.
- Development and validation of the Somaliland ECE Policy Framework and Minimum Standards, including Health and Safety.
- Development and validation of Somaliland ECE Curriculum for 3-5 year olds.
- Development and validation of Somaliland ECE Teacher Training Curriculum (6 months).
- Provision of training for ECE Program Managers (MOEHS), Head Teachers, and CEC members on ECE Management, Orientation on the Somaliland ECE Curriculum, and an overview of Somaliland ECE Teacher Training Program.
- Training of ECE teachers through the six month Somaliland ECE Teacher Training Program.

Once the ECE system is established, the MoES envisions to establish about 20 centers in both urban and rural areas using the established system and the learning from the current 10 centers operational. This will pioneer the implementation of well thought ECE program and application of the policy documents that will lay the foundation for improved delivery of ECE and its expansion including the involvement of the private sector for the next ESSP.

**Efficient and Effective Education System**

The ESA 2016 report and the ESSP 2017-2021, based on the Statistical Year Book (2014/2015), indicate the following key challenges regarding efficiency and effectiveness of the system:

**Quality Assurance**

1. Quality Assurance and Standard System (QASS) Department has limited technical and administrative capacity.
2. Monitoring and supervision are not systematic or results-oriented and lack feedback mechanisms to affect change following monitoring visits to schools.
3. ESA (2016) and ESSP (2017-2021) report that the supervision and monitoring activities of Quality Assurance and Standards Officers (QASSO) are concentrated in urban schools.
4. QASS services are centralized, with all monitoring and supervision operations controlled at a central level.

**Education Management Information System (EMIS)**

1. The ESA (2016) and ESSP (2017 – 2021) report states that EMIS has limited technical, human and financial resource capacity.
2. EMIS software, currently managed at a central level, has significant limitations and gaps, and does not include data on ECE, NFE, teacher education, Higher Education and TVET.
3. Data collection methods are time-consuming, labor intensive and expensive, organized and managed at central level. This is a problem since these processes and operations form delay in creating a fully functional operational database to make informed decisions and compromises on maintaining data quality.
4. The capacity to organize, synthesize, analyze and report the results of the data is lacking.
5. Publication of EMIS data is significantly delayed, with 2014/2015 being the latest Education Statistics Yearbook.
6. EMIS data collection is donor-reliant, which hinders continuity, consistency, and ownership.
**Educational Management**

1. Management and service operations are still centralized with devolved levels (REO/DEO/CEC) limited in technical and human resources, and decision-making capacities.

2. There is no disaster management mechanism for identifying risks and hazards, which results in slow and limited responses to disaster and an estimated 70,000 learners out of school as a result.

3. There is an absence of clear strategies, from the central to community levels, for mitigating risks, hazards/disasters. With the ESA (2016) and ESSP (2017-2021) indicating that the most affected learners are those from rural communities, pastoralists, IDPs and girls.

**RATIONALE**

The GPE first ESPIG Program 2018-2021 is designed to respond directly to the challenges identified in the ESSP 2017-2021 facing the MOES in its efforts to provide educational services to girls and boys in Somaliland. In addition to this, the additional MCA program will build on the achievements of the first ESPIG with expanded scope and geographical locations within the main regions. In addition to this, the additional MCA will address some of the gaps that had not specifically been addressed by the first ESPIG. These challenges are addressed under three components: Access and Equity, Quality and Learning Outcome, and Efficient and Effective Education System. The program centers on primary education, with a strong focus on efficient and effective education systems to institutionalize systems and processes that support Access and Equity, and Quality and Learning Outcomes, particularly in Primary Education and selected interventions at the ECE level.

**Access and Equity**

Enrolment at the primary school level is still low, with GERs estimated at 44.3% (male 48.5%, female 40.1%). That said, the student enrolment in actual figures has increased significantly during the 2012-2016 Education Sector Plan, but the annual growth could not match with the increasing number of school age population growth on yearly basis. The Annual Average Growth Rate (AAGR) of the UNDP (2005) projected primary school age population is 3.7% and when this growth rate is considered to compute the GER, there was no significant increase in the Primary GER. In this project document, this planning the latest population census conducted in October 2014 and supported by the United Nations Family Planning Agency (UNFPA) will be taken into consideration when calculating the actual enrolment rate for children joining school as the UNDP Census is old and outdated to plan with.

The majority of out-of-school children are among the marginalized and vulnerable children groups, particularly those from rural areas, urban poor, girls, IDPs, returnees and children with disabilities. The GPE program responds to the critical concerns of inequity in access to learning by expanding access to learning spaces, including public schools and Alternative Basic Education Classrooms, for the marginalized and vulnerable groups, and by ensuring safe, protective learning environments for girls and boys. For this reason, 75% of the target schools will be selected from rural areas.

**Distribution of ECE and Primary schools supported by the first ESPIG and additional MCA GPE Programs**

<table>
<thead>
<tr>
<th>School type</th>
<th>First ESPIG</th>
<th>Additional MCA</th>
<th>ESPIG + MCA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td>Total</td>
</tr>
<tr>
<td>Regular Primary</td>
<td>20</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Alternative Basic Education Primary</td>
<td>0</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Early Childhood Education (ECE)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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8 Republic of Somaliland Ministry of Education and Higher Education. 2011/12 Primary School Census Statistics Yearbook.
As indicated in the above table, the first ESPIG is supporting 80 primary schools both regular and Alternative Basic Education (ABE) in both urban and rural areas and supporting ECE System building but not actual implementation support to any ECE Center. The additional MCA will support increased additional number of primary education (140 schools) following similar proportion of distribution as in the first ESPIG and 20 new ECE centers in the effort to increase the scope of the GPE Support to Somaliland with the Additional MCA.

The GPE Program is not only supporting school level interventions but also building capacity and system strengthening from national or central level to School level in supporting the delivery of quality and equitable education for all children.

Given the continued low enrolment at the primary school level in Somaliland, the focus of the proposed additional MCA together with first ESPIG Program is supporting the primary education (Grade 1-8) and ECE. A total of 220 primary schools and 20 ECE Centers as clearly described in the above table and identified as being most in need, will be supported by this program. Supported schools will be identified in partnership with MOES at central level, and in consultation with District and Regional Education offices. Priority will be given to schools that support rural communities, pastoralist communities, or urban poor, based on enrolment, retention, and gender-related data available through EMIS. Some of school selection criteria for intervention include:

- Public and government managed schools that have identified needs
- Priority is given for schools that are not receiving support either from government or other external support unless the need is very critical to avoid duplication of support
- Regional distribution and equity is respected based on available number of out of school children and needs of schools
- Priority is given to schools located in urban poor and rural areas where marginalized children are available (gender disparity, rural pastoralist children, IDPs, returnees)

Support to 220 schools out of close to 1,000 primary schools could relatively boost a number of out-of-school children to join the education system at the country level, but this support is part of and will contribute to the overall effort of supporting more schools in improving enrolment of children, such as The EU Funded Horumarinta Elmiga which supports 177 primary schools and 59 secondary schools, DfID Funded Girls Education Challenge (GEC) supporting more than 100 schools, Qatar Foundation Funded Educate a Child supporting more than 150 including education in emergencies (EiE), etc. If schools and communities are not supported, the challenge in access to education and boosting of enrolment in increasing GER will not be attained. The declaration of free primary education by the government in 2011 significantly decreased the resources contributed by parents to run schools, which necessitated ground support until communities fully understand that government resources alone are not enough to fully manage the Somaliland Education System.

The findings of recent education program evaluations undertaken in Somaliland such as Horumarinta Elmiga Phase I and II (funded by the European Union), SOMGEP (funded by DfID) and Educate a Child (funded by Qatar Foundation) indicate a general upward trend in the enrolment, attendance and retention of girls in primary and secondary schools where affirmative action is taken. Scholarships will be provided to 3000 out of school children by the additional MCA complementing the 2800 supported by the first ESPIG to encourage enrolment, attendance and retention of vulnerable girls (50%) and boys from the poor and marginalized communities, including those marginalized groups and children with disabilities.

**Quality and Learning Outcomes**

Quality of education is one area of concern identified in the ESA 2016 and ESSP 2017-2021. Education at the ECE and primary school levels are characterized by untrained teachers: ECE (100%) and primary (60%),


lack of learning materials, including textbooks and safe physical environments, which are not conducive to learning. Provision of quality education services to all children is a central pillar of the Sustainable Development Goals, and is one of the key development concerns of the Somaliland Government. However, it must be ensured that alongside access to education opportunities, enrolled girls and boys are able to learn and attend the required level of competencies for their respective grade levels.

The MOES is in agreement with the views of GPE that once children are enrolled, ‘the next challenge is to ensure that they are learning to read, write and count, and acquire the skills they will need to become productive members of society’; Teachers (and learning materials) are critical to the achievement of quality education for all, and to the achievement of the Sustainable Development Goals (SDG) on education; the quality of education provided to children is, to a large extent, impacted by the quality of the teachers that teach them. Teachers are at the center of quality improvement efforts, and as such their professional training and certification are critical to the achievement of the objective of quality improvement.

Education research shows that improved quality of education impacts positively on such internal efficiency indicators such as attendance, retention/survival, performance/achievement and progression. There is sufficient evidence in education research that children who achieve high scores in school have regular attendance, higher progression rates and survive to the completion of the cycle. For this reason, this program recognizes that expanding access alone without addressing the issue of quality would be insufficient for education to contribute fully to the development of the individual and the society. It also appreciates the fact that quality is ‘at the heart of education’, and is a “fundamental determinant of enrolment, retention and achievement”.

As such, the GPE Programs, both the first ESPIG and the Additional MCA, places emphasis on assuring an increase in children’s cognitive development for improved learning outcomes, by improving the quality of instruction, learning assessment and increasing teacher professional quality through teacher training and certification at ECE and primary school level; providing the necessary learning and instructional materials including textbooks and learning materials in schools; employing the use of technology solutions as a strategy for boosting access and quality learning, especially for the rural child in disadvantaged hard to reach rural schools, in ways that respect and accommodate the learners’ socio-cultural contexts and lifestyles; monitoring learning outcomes at the ECE and primary school levels.

Education research also shows that an increase in enrolment does not always translate into quality learning, and that in many developing countries some children reach Grade 4 without basic literacy skills. Unless children learn to read at an early age they cannot absorb more advanced skills and content that rely on reading and risk falling behind in later grades because they cannot read and understand written instructions or communicate well in writing. As a result, they fall behind in all subjects, and the gap widens as they move to upper grades. Such children are also more likely to drop out of school prematurely. Early grade reading impacts educational outcomes and has implications for performance in higher grades.

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9 Somaliland National Education Policy (2015-2030)
11 Ibid
13 Ibid
14 UNESCO (2005)
16 Ibid
17 USAID/World Bank. Why Early Grade Reading?
18 USAID/Liliane Sprenger-Charolles (2008). Senegal Early Grade Reading Assessment Report
ECE is a new program for the MOES and priority will be given to strengthening institutional capacity by the first ESPIG through: study tours to learn overall management and financing of ECE and explore possible integration of ECE with Quranic education in neighboring countries with a similar context; development of ECE policy framework and minimum standards. The Additional MCA will also support in establishing and strengthening of 20 ECE Centers building on the established and strengthened ECE system at national level and regional level. The ECE program will promote quality learning for children 3-5 years, currently attending MOES ECE Centers, by ensuring safe quality leaning environments and focusing on the holistic development of the child. The MOES will continue learning from the existing 10 centers and the 20 new centers to be established with the support of the additional MCA, together from the learning of the exposure visit will feed the policy development framework and capacity of the Ministry in the development of ECE sub sector.

**Efficient and Effective Education System**

ESA 2016 report and ESSP 2017-2021 indicate serious internal inefficiency in the education system at the primary school level, but current data on indicators of inefficiency are lacking. Essentially the EMIS data should reflect on yearly basis: (i) dropout rates (ii) repetition rates (iii) promotion/progression rates (iv) survival/retention rates (v) transition rates (vi) completion rates, and (vii) attendance rates. Some of the efficiency data (i) – (iv) above, are reflected in the Statistical Year Book (2014/2015), but in incomplete form, and only for primary school level. Data on (v) - (vii) are lacking for primary school level. Currently the performance of the education system in terms of student retention/survival rates; completion rates; transition/progression rates; performance; etc. neither exist nor clear.

It is imperative that the MOES is clear about the efficiency targets being sought. For example, if completion or retention rates at the primary school level improve, but performance/achievement rates are below expectations or are not known, the system cannot be said to be very efficient. Once the MOES is clear about what is to be pursued and what is to be sustained in terms of efficiency indicators for who (girls/boys; marginalized/vulnerable groups; rural/urban students or schools, etc.) and at what level of education (primary/secondary), it can then embark on pursuing the desired outcomes as economically as possible. The goal of the MOES is to achieve the desired internal efficiency indicator outcomes/results for as little cost as possible. This requires that efficiency indicators at all levels of education are available and are accurate to inform policy action. However, given the current situation of the EMIS Unit and QASS Department, this is not possible.

For this reason, the GPE Program 2017-2021 (both first ESPIG and the Additional MCA) the MOES focuses its attention on strengthening the EMIS Unit and QASS Department as a strategy to ensure the availability of the necessary efficiency data in future, to inform policy choices.

The management capacities of the various departments at the MOES from the central to devolved levels (REO/DEO/school) have undergone strengthening efforts over the last several years with modest success, but with gaps that still need to be addressed. The MOES still lacks concrete disaster management and emergency response mechanisms. This has impacted negatively on students in disaster prone areas. While communities continue to be the principal partners of the MOES in educational development, their capacities and involvement in policy decisions making on issues affecting their schools is still weak. A strengthened community/MOES partnership in educational management will further enhance community disaster and emergency response rate on situations that threaten the continuity of their schools and the wellbeing of their children.

The GPE Support Program takes the approach that education is a fundamental human right that should not be denied and that with every crisis, a child’s need for education and protection increases. It will be

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19 Save the children/Susan Nicolai (2003). Education in Emergencies
based on three core principles: the child’s right to education, the child’s need for protection, and education continues to be a priority to many communities in Somaliland.

**PROJECT DESIGN**

**Overall Goal of the Program**
To contribute to the development of an equitable and sustainable education system providing efficient and effective services to all learners in Somaliland.

**Overall Outcome:** By 2022, girls and boys of primary school age, in Somaliland, have acquired the skills and competencies, through safe, protective learning environments

**Overall Outcome Indicator:** % girls and boys who demonstrate improved learning/developmental outcomes

**Outcome 1: Access and Equity**
Enrolment in primary schools supported under the GPE increase by 20% over the baselines & on annual basis, with 50% girls.

**Outcome Indicators**
% increase in enrolment of girls and boys in support schools
% increase in Gross Enrolment Rate (F/M).

**Output 1.1:** Increased enrolment of girls and boys in primary school, particularly girls, children with disabilities, and minority groups.

**Activities:**

1.1.1. Learning Space Construction/Rehabilitation
The below table summarizes the support under this activity in both first ESPIG and Additional MCA

<table>
<thead>
<tr>
<th>No</th>
<th>Support item</th>
<th>First ESPIG</th>
<th>Additional MCA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of regular schools supported including 12 Special Needs Education Schools</td>
<td>80</td>
<td>140</td>
<td>220</td>
</tr>
<tr>
<td>2</td>
<td>Total Number of children benefiting from the 220 schools for 3 years (50% girls)</td>
<td>15,200</td>
<td>29,000</td>
<td>44,200</td>
</tr>
<tr>
<td>3</td>
<td>New Grade One Children benefiting from the 220 schools for 3 years (50% girls)</td>
<td>7,200</td>
<td>12,600</td>
<td>19,800</td>
</tr>
<tr>
<td>4</td>
<td>Construction of new additional classrooms including ABE</td>
<td>30</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>Rehabilitation of existing classrooms</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Construction of new WASH Facilities</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>Rehabilitation of existing WASH Facilities</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>Furnishing of classrooms</td>
<td>70</td>
<td>135</td>
<td>205</td>
</tr>
<tr>
<td>9</td>
<td>Construction of new classrooms for ECE</td>
<td>0</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Furnishing of new classrooms for ECE</td>
<td>0</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

As described in the above table a total of 44,200 children (50% girls) will directly benefit from the support to the 220 existing schools during the program period supported by both the first ESPIG and the Additional MCA. The focus is on the existing schools that have their facilities in place and the highlighted activities will contribute to improved facilities where gap exist. As part of construction/rehabilitation, and to ensure sustainability and upkeep of school facilities, CECs will be consulted at each step of the process, and will have a leadership role in ensuring everyday management and maintenance of school facilities. Out
of these total enrollment, about 6,600 new out-of-school children will have access to education for the first time in every school year during the three years of the program period which translates to enrolling a total of 19,800 new intake children (50% girls) during the program period. The construction of 85 new classrooms including that of ABE to expand existing spaces, rehabilitation of 100 damaged classrooms and furnishing of 205 classrooms in the supported primary schools; provision of sports and recreational facilities; and construction of 30 new water, sanitation and hygiene (WASH) facilities, and rehabilitation of 30, including water storage tanks, gender disaggregated and disability friendly latrines, hand washing facilities and school sanitation equipment (brooms, buckets, floor dusters, etc.) will contribute to provide more space and conducive learning environment for children.

The GPE Program will ensure that girls and boys in rural, nomadic/pastoralist communities have access to education opportunities through Alternative Basic Education (ABE). ABE Centers are situated in rural, remote communities and follow a flexible academic calendar which is dependent on the seasons, whereby girls and boys can attend ABE Centers during the rainy season.

ABE centers follow the Somaliland national curriculum. The ABE program has specific implementation guidelines and has similar learning outcomes articulated in the national curriculum frame work to the regular formal education system. The main difference is the flexibility of its learning timetable and calendar which has been adapted to fit to the life styles of the learners and their communities whose livelihoods cannot fit to the fixed standard learning calendar of formal education. As indicated in the ABE guidelines, students completing different levels of ABE schools will be transitioned to corresponding level in formal education and as both formal and ABE follows the same curriculum competencies and learning outcomes. This program has been very successful in Somaliland since its implementation started in 2000. Rural communities welcome the program and there are no negative connotations attached to attending ABE schools reported or observed in both the communities and learners.

ABE Centers will be rehabilitated and new classrooms constructed where needed. This will include the provision of sports and recreational facilities, and WASH facilities. The GPE Program will support teachers at the ABE Centers, through provision of in-service teacher training.

To provide equal opportunities to quality education for children with special needs, the GPE program will provide essential supports to the 12 special needs schools in Somaliland, those supporting mainly deaf and blind children. Currently these schools are supported by community contribution, which is neither regular nor enough. Moreover, the support from donors and government is very limited and never meets the required basic needs of the schools. Hence, the program through the MCA fund will support these schools at least to meet their basic minimum needs to provide quality services. The support includes infrastructure (as identified through the need assessment of each school) as well as interventions contributing to improved quality of education such as development of SNE teachers training curriculum, recruitment and training SNE teachers and tutors which will contribute to the capacity development and building the system of implementing special needs education in a more sustainable approach.

To facilitate children’s early / at the right age enrollment and prepared for primary education, so as to improve the high dropout rate at early grades and thereby increase retentions and completion rate of children in general and that of girl’s in particular the ESSP has planned to establish 33 Early Child Education (ECE) centers linked to both rural and urban primary schools in five years. Out of these 10 are established and functional. Using the ESPIG the MoE had also developed the required system to operationalize the ECE program, such as policy, curriculum, guidelines and teacher training. Building on these, the GPE MCA program will support the establishment 20 new ECE centers in the six regions of Somaliland. These ECE centers will be equipped with the basic teaching and learning materials including indoor and outdoor play materials and trained teachers. Working closely with the CEC members and
parents of the respective schools, the program will also strengthen the role of the community in general and that of the parents in managing these centers in close collaboration with the respective school head teachers, regional and district education offices.

Water Sanitation and Hygiene (WASH) facilities such as water storage tanks, school cleaning facilities and equipment, gender disaggregated and disability friendly latrines, hand washing facilities and provision of solar energy for upper primary rural areas will be provided on need based in order to improve the learning environments and enhance the learning experiences of students. All the facilities constructed under this program structure will be inclusive, with disability friendly features such as ramps and hand washing facilities.

Prior to undertaking construction and rehabilitation activities, a meeting will be conducted with key stakeholders, including CEC members and members of the local community, during this meeting, roles and responsibilities for ongoing maintenance and upkeep will be discussed. All rehabilitated or constructed classrooms will be officially handed over to MOES once completed.

1.1.2. National Back to School Campaign

Summary of the number of back to campaign at national and community level for three years

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Support item</th>
<th>First ESPIG</th>
<th>Additional MCA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Back to school campaign guideline</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Back to school campaign</td>
<td>120 campaign in three years</td>
<td>300 campaign in three years</td>
<td>420 campaigns for three years</td>
</tr>
</tbody>
</table>

The program intends to facilitate the enrolment and retention of 41,800 students (50% girls) of primary school aged including pre-school age children and special need children from marginalized and vulnerable backgrounds, including those from pastoralist communities. Specific efforts will be made to ensure identification and enrolment of marginalized children, including girls, children with disabilities, pastoralists, and minority groups, through a national Back to School campaign and the joint efforts of the REOs/DEOs and the schools.

In order to have a demonstrable impact on the attitudes and practices of communities and parents towards the enrollment and retention of school children, it will be important to carry out the back to school campaign at all levels (national, local and community). The buy in of the communities on the benefits of education will strengthen and provide additional reinforcement to the local school based campaign in changing the attitudes and practices of parents to send and retain their children in school.

Community awareness and sensitization will be one of the key strategies used to reach parents and the wider communities about the need to enroll children and retain them in school. A public awareness expert will help design a powerful back to school campaign. A range of communication channels, including electronic and print media, and Community Education Committees awareness sessions will be used to carry out comprehensive sustained community awareness creation campaigns. Community awareness campaigns will focus on: education as a child right and the need to enroll all children (girls and boys) in school and retain them till completion; the right to education for children with special education needs and the need to enroll those with disabilities in the regular schools; the need for parents to seek specialized attention for those children with serious disability conditions; and the right of IDPs, returnees, refugees,

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20The ESSP (2017-2021) specifies the marginalized and vulnerable children as pastoralists (girls and boys), IDPs/returnees/refugees, rural and urban poor, girls, children with special education needs (sight/hearing impaired and physical disability), orphaned and abandoned children.
pastoralists, orphaned and abandoned children to education and the need enroll all children. **Output 1.2:** Girls attending GPE supported schools benefit from affirmative action

**Activities:**

1.2.1. Establishment of Girl Friendly Spaces

Construction and furnishing of girl friendly spaces, which function as special common rooms just for girls, will play an important role in ensuring retention of girls. GFSs will include reading spaces, indoor games, toilets and ablution facilities, and resting areas for girls during breaks. They also afford girls from upper grades the opportunity to study in groups and consult each other on subject matters. Following a joint assessment with the MOES, a total of 38 primary schools will be equipped with a GFS: 16 new GFS constructed and 22 existing girl friendly spaces will be renovated and furnished. All rehabilitation and construction will include provision of appropriate WASH facilities. GFS will be constructed/rehabilitated in schools where children (50% girls) are identified to receive scholarships.

<table>
<thead>
<tr>
<th>No</th>
<th>Support item</th>
<th>First ESPIG</th>
<th>Additional MCA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Construction of new GFS</td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Rehabilitation existing GFS</td>
<td>8</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Furnishing of GFS</td>
<td>6</td>
<td>14</td>
<td>20</td>
</tr>
</tbody>
</table>

Prior to undertaking construction and rehabilitation activities, a meeting will be conducted with key stakeholders, including CEC members and members of the local community, during this meeting, roles and responsibilities for ongoing maintenance and upkeep will be discussed. All rehabilitated or constructed classrooms/ABE centers will be officially handed over to MOES once completed.

Each GFS will be fully furnished and equipped, including tables and chairs, soft furnishings, book cases, books and stationery. Indoor games and other recreational materials Consumables, such as cleaning materials and disposable menstrual hygiene materials will also be provided on a regular basis.

In partnership with the CEC, girls, who are enrolled in public schools from the local community will be able to enroll. Girls will receive training in sewing, particularly in making reusable menstrual hygiene materials using locally available materials. A Knowledge, Attitudes and Practices survey will be conducted with GFS users.

1.2.2. Training of Girl Friendly Space Facilitators

16 female GFS facilitators will be recruited for the new GFS. Introductory training will be provided, including Child Safeguarding, Child Protection, Girl Friendly Space Management, Life Skills, including Conflict Resolution, Positive Discipline and sewing skills, to enable GFS facilitators to provide appropriate support to girls who attend. Existing GFS facilitators will be invited to participate in refresher training. Follow up training and support will be provided for all GFS facilitators through regular joint monitoring visits from Save the Children and the MOES.

1.2.3. Provision of Scholarships for vulnerable children, particularly girls

The scholarship grants will cover the following four items; school registration fees, uniforms, teaching and learning materials, and re-usable sanitary towels for adolescent girls. A total of 5,800 primary school children (50% girls) will benefit from scholarships 2800 in the first ESPIG and 3000 in the Additional MCA. It has been reported that in Somaliland, and elsewhere in Somalia, that a lack of the necessary hygiene and sanitation materials to manage menstruation is one of the main reasons why girls drop out of school. Even though primary education is fee-free at the primary school level in Somaliland, there are schools where registration fees are paid to take care of overhead costs of running the school.
Selection criteria for girls and boys receiving scholarships will include: children from poor families, including IDPs, Pastoralists, and minority groups, whose parents cannot afford the secondary cost of education for their children, and orphaned children whose parents have died and do not have close relatives to support them. Scholarships will be provided upon confirmation of assessment by the local administration, community elders, religious leaders and Community Education Committee members. School fees will be paid directly to the supported schools girls, while uniforms and teaching and learning materials will either be procured and distributed to girls and boys receiving the scholarships, or through conditional and restricted cash grants. Girls and boys receiving a scholarship should do so for the duration of program, for meaningful impact.

**Outcome 2: Quality and Learning Outcomes**

*Pedagogical skills of primary schools and ECE teachers (25% women) improved through professional training and certification.*

**Outcome Indicator**

% teachers (F/M) demonstrating improved teaching practices in the classroom.

% teachers certified (qualified)

**Output 2.1: Girls and boys attend GPE supported school which meet minimum standards**

**Activities:**

**2.1.1. Distribution of educational materials**

In order to ensure the quality of teaching and learning at the primary school level, the GPE Program will support the procurement and distribution of teaching and learning materials, including textbooks for 220 schools from Grades 1-8. Textbooks will be provided in class sets, teachers and CEC members will be trained on how to manage textbook loans to students. A pupil: book ratio of 1:1 will be used in the distribution of textbooks in the various grades in the supported schools. The provision of textbooks will be prioritized for children in lower primary grades 1-4 due to budget limitations. GPE will work closely with other actors in the education sector to integrate education programs in a cost effective manner without any duplication of effort and resources. The lower primary grades were prioritized because they are essential in building the education and learning foundation for children including basic literacy and numeracy skills. Textbook provided are envisaged to be reused for at least 4 years thereafter. The program is not providing textbooks for individual pupils every year but will focus on revolving the textbooks yearly.

ECE centers will be provided with indoor and outdoor play materials in addition of the pictorial teaching learning materials and play materials. The SNE schools will also be provided with relevant materials to meet their specific needs as identified during the need assessment.

Each school will receive recreational materials to ensure girls and boys have the opportunity to participate in games and sports in school. Solar lamps will be procured and distributed to 3,000 Grade 7 and 8 students (girls and boys) in rural primary schools, in order to help rural students in the examination classes with their studies at night.
Summary of the support provided by both first ESPIG and the Additional MCA under activity 2.1.1

<table>
<thead>
<tr>
<th>S No</th>
<th>Support item</th>
<th>First ESPIG</th>
<th>Additional MCA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of textbooks (classroom sets)</td>
<td>128,000</td>
<td>179,200</td>
<td>307,200</td>
</tr>
<tr>
<td>2</td>
<td>Procurement and distribution of age appropriate reading books for classrooms</td>
<td>16,000</td>
<td>20,000</td>
<td>36,000</td>
</tr>
<tr>
<td>3</td>
<td>Distribution of recreational materials to schools</td>
<td>80 schools</td>
<td>140 schools</td>
<td>220 schools</td>
</tr>
<tr>
<td>4</td>
<td>Distribution of solar lamps for girls and boys in Grades 7 and 8 in rural schools</td>
<td>3,200 students</td>
<td>3,000 students</td>
<td>6,200 students</td>
</tr>
</tbody>
</table>

2.1.2. Quality Learning Environment

In partnership with the MOES, the Quality Assurance and Standards System (QASS), Save the Children will support the ministry to conduct quarterly monitoring visits to selected sample schools including supported schools. All visits will include lesson observations, in line with QASS guidance. In addition, Save the Children will use the Quality Learning Environment (QLE) Assessment tool to ensure that girls and boys are learning in a safe, protective environment.

The QLE is a program design and monitoring framework that supports a holistic approach to delivering quality education in early childhood care and development and basic education settings. In essence, the QLE framework aims to promote a high quality learning environment and, consequently, better learning outcomes for all children in a safe and protected environment.

QLE has four guiding principles which include: the protection of children’s emotions, provision of safe learning environment including facilities, improving teaching and learning process and finally, ensuring the full participation of communities in school management activities.

Monitoring the extent to which education programs achieve the guiding principles of the QLE framework once they are implemented is key to producing evidence that programs are contributing to improvements in children’s safety, protection and learning outcomes.

Measuring the quality of different learning environments provides vital information on how the environment may be supporting or restricting their learning process. Using the data generated through the QLE framework we are able to identify strengths, weaknesses or gaps in the learning environment that affect children’s learning and developing. Information gathered from the QLE is used to improve existing programs as well as guide the design of new ones.

With these principles, Save the Children believes that children learn best in a Quality Learning Environment. QLE assessments will be conducted at baseline, midline and end line stages, and will be used to feed into the School Improvement Plans developed by the CEC.

Both the first ESPIG and the Additional MCA will support baseline, midline and end line assessments on QLE in sample schools from the 220 schools. The assessment is done at school level and the first ESPIG will support the assessment in the 80 schools and the MCA will support the assessment in the additional 140 schools.

The program will support regular monitoring visits by regional Quality and Assurance Standards System Officers, four times per year for the duration of the program. Supervision visits will be conducted in randomly in the selected schools across Somaliland including the 220 supported primary schools, to monitor the extent to which the trained primary school teachers are applying the skills learnt in during
training: child-centered pedagogies, teacher preparedness and early grade reading instruction. Recommendations for action will be made and shared with the supervised teacher before the supervisors leave the school. The second monitoring visit will be a follow-up on the implementation of the recommendations. The respective school head teacher will do the day to day supervision and support to the teachers. Head teachers and QAS officers will be trained on quality learning environment assessment tools and supported in its application to improve learning.

2.1.3. Conducting a national learning assessment

In the past, Early Grade Reading Assessments were conducted as fragmented and project based assessments with limited scope to individual project supported schools. In April, 2019, the MoES decided in the local education sector meeting to conduct national learning assessment in early grades of primary with the support of the first GPE ESPIG. The MoES adapted EGRA and EGMA Standard tools to local curriculum and learning competencies which was approved by the ESC members. This has contributed and established the MoES System in conducting and managing annual learning outcome assessment in primary schools. The MoES will use EGRA and EGMA tools in conducting regular and annual national learning assessment to establish benchmarks on children’s reading and comprehension skills at Grade 2 and 3, to be used in Somaliland as a marker of quality of learning. The Early Grade Reading and Mathematics assessment will be conducted at baseline, midline and endline of the program using a representative random sample of Grade 2 and 3 learners in rural and urban primary schools. The MOES Supervisors and QASS Experts including some Enumerators will be identified and trained in Early Grade Reading assessment data collection, including child friendly assessment strategies and approaches. This will strengthen the capacity of the MOES Experts to independently conduct similar studies.

The EGRA and EGMA results will be used to strengthen reading instruction in early grades (1-3), inform teacher training and curriculum revision. Analysis of this national learning assessment results will help the MOES identify priority areas for instructional improvement, teacher training, curriculum and will be used to inform policy on the areas to strengthen in the teacher training curriculum and classroom instruction. In the medium and long term, results will inform the development of teacher training and instruction strategies and the development of reading materials for lower grades.

Based on the feedbacks of the national learning assessment teachers will be able to undertake specific pedagogical activities with children with serious reading difficulties. Teachers will be trained on how to carry out simplified classroom-based Reading and comprehension assessment on their own (as a form of simple action research), and how to do mastery checks in order to assess whether instruction has resulted in the desired learning outcomes, and that children are learning. This will help teachers monitor students’ progress and identify specific needs for additional reading instruction before they move on to higher-level instruction.

Both the first ESPIG and the Additional MCA will support the national level assessments with increased sampling and logistics to cover the assessment at national level and currently GPE is supporting the assessment and the EU Funded Education Program supports the EMIS data collection, analysis and reporting.

2.1.4. Improving literacy and numeracy skills of boys and girls

Informed by the feedback of the national learning assessment, the Additional MCA program will develop intervention activities in the respective schools on improving literacy and comprehension skills of children in early grades. To supplement the EGRA and EGMA tools towards improving learning, the program will also use the Save the children literacy and numeracy boost program approach to improve language and
numeracy instruction, teacher’s training on language teaching and creating a print media reach school environment. To encourage children toward improving their skills in literacy and numeracy school based and inter school competitions will be organized and winners will be rewarded.

2.1.5 Support to national exam: - At the end of Grade 8, students sit for the National Exam, which is required to graduate and transition to Secondary School. It is predicted that 17,500 Grade 8 students will sit the National Exam in the 2017/2018 academic year, increasing to 19,500 students in the 2019/2020 academic year. The projected cost is $22 per student. AET and Save the Children will contribute $30 each towards the MOES examination costs. The contribution from Save the Children is expected to cover the costs of training for teachers, setting of the examination, marking, and tabulation of results. The cost of examination was increased since 2016/17 school year because of designed strategies to fight exam cheating by students and as the result deployed more personnel as supervisors and invigilators to fully control the management and administration of National Examinations. These costs will be gradually reduced and absorbed by the government when the system is institutionalized. Government has also promised to increase their share in covering examination cost starting from the 2018 budget year. So GPE will contribute 30% in the first year, 20% in the second year and 10% in the final project year. With this trend the government will gradually increase their budget and absorb more than 80% of the examination cost. The project will discuss with MOES and recommend a study on the cost effectiveness of the current practice of managing national examinations comparing with the neighboring regional countries or best practices available with similar context. The GPE program will support development of examination policy and guidelines, provision of equipment including heavy duty printers and photocopiers and training of examination invigilators and supervisors.

**Output 2.2:** Teachers provided with pedagogical skills in literacy, gender sensitive teaching, and Social and Emotional Learning (SEL)

**Activities:**

2.2.1. Provision of In-Service Teacher Training

The primary teacher training curriculum will be revised to reflect the basic competencies and minimum standards in the new outcome-based primary school curriculum. The initiative was supported with funding from EU through Higher Education Support Project implemented by Kenyatta University jointly with the MOES. The existing curriculum is reviewed and currently used by MOES in training the Somaliland National College of Education (SNCE) tutors to deliver the curriculum to the teachers being trained at the newly constructed SNCE.

The National College of Teacher Education was inaugurated in February 2019 and started to train teachers. Currently 20 qualified instructors who has substantial teacher training experience and used to train teachers are permanently employed and deployed to the college to train teachers. First ESPIG Program supported a training of trainers (TOT) to provide refresher training for the trainers to start training of future teachers for both primary and secondary education which will build the education system in Somaliland in establishing sustainable teacher training facilities and systems.

The college is led by a qualified Director assisted by Academic Department Head and Administrative Department Head who are managing academic and administration staff respectively. The academic department leads the academic section of the college and manages 20 instructors. Currently both GPE and other donor supported teacher training programs are conducted in the institute. But the infrastructure of the college is not complete and lack student dormitory and cafeteria facilities which will be supported by the additional MCA fund.
Summary of the number of teacher trainees

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Support item</th>
<th>First ESPIG</th>
<th>Additional MCA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructors Training of Trainers (TOT)</td>
<td>20 Instructors</td>
<td>0</td>
<td>20 Instructors</td>
</tr>
<tr>
<td>2</td>
<td>Number of in-service teacher trainees</td>
<td>800</td>
<td>820</td>
<td>1620 trainees</td>
</tr>
<tr>
<td>3</td>
<td>Number of pre-service teacher trainees</td>
<td>0</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>4</td>
<td>229 pre-service teacher trainees supported by EU Funding</td>
<td>0</td>
<td>150</td>
<td>229 trainees</td>
</tr>
</tbody>
</table>

As indicated in the above table, a total of 1,620 serving Primary School Teachers, including those teaching at Alternative Basic Education Centers, will be identified to participate in a two-year diploma level through in-service primary teacher training program while 150 teachers supported by GPE and 229 supported by EU will be enrolled for two years of pre-service training. Teachers who complete the course and pass assessed modules will receive formal certification from the MOES. In addition to specific subject knowledge and teacher preparedness (schemes of work, lesson planning, lesson notes) the training will focus on learner centered methodologies, formative and summative assessment, gender sensitive education (UNGEI), and Teacher Code of Conduct. The program will prioritize women in enrolment of the teacher training program. Priority will be given to untrained teachers in the 220 GPE supported schools.

2.2.2. Operationalization of Somaliland National College of Education

Phase 1 of the Somaliland National College of Education was constructed, comprising of administrative and tuition blocks. This phase was co-funded by Global Partnership for Education (GPE) and the European Union (EU). However, the budget was not sufficient to cover costs for trainee’s dormitory, residence block for instructors, science laboratories, furniture, materials and equipment and staff transportation. To ensure full operationalization, the SNCE still needs these missing facilities to be supported by MCA funding. Hence the program will support the construction of 20 teacher trainees’ dormitories with sufficient WASH facilities, multipurpose hall and kitchen including furnishing and equipping, construction of residence block for the instructors, Establishment of recreational facilities for the college (preparing sport fields and equipment), establishment and equipping of science laboratory, establishment of resource center and provide textbooks, supplementary and learning aids as well as post distribution monitoring of SNCE materials and equipment.

In addition to hardware provided for the SNCE, the GPE Program will ensure the MOES has a rigorous Teacher Development Program. This will be done through a consultative process with the MOES, and through provision of training of trainers training to SNCE tutors. The first ESPIG supported the provision of Training of Trainers for 20 instructors on learner centered methodologies, assessment, gender sensitive education (UNGEI), and Teacher Code of Conduct, to ensure that capacity is built within the SNCE and will be passed onto the wider teaching community in Somaliland.

To further build the capacity of the SNCE the program will organize experience-sharing visit of senior staff to neighboring countries to gain practical management and academic experience to improve the management of the college. The GPE program will conduct a training capacity gap assessment of the SNCE and based on the findings, set priorities and carryout relevant interventions, like develop guidelines /procedures, develop training modules and organize trainings accordingly for the management and academic staff, for smooth running of the college and effectiveness of the instruction.
The college is fully furnished with the support of the first ESPIG and handed over to the government and started training teachers thought it does not have the student residence and cafeteria at the moment.

2.2.3. Establishment of school based Teacher Learning Circles
With the facilitation of the REOs and regional QASSOs, and supported by the MOES central QASSOs and Save the Children program staff, the KRTs will create and facilitate school-based Teacher Learning Circles (TLCs) as the platform for sharing knowledge and experiences between teachers. TLCs will comprise all classroom teachers supported schools. The KRTs, in consultation with the head teacher will organize monthly meetings. During the TLC meetings teachers will share their experiences in teacher preparedness, lesson delivery using child-centered methodologies, the breakthroughs they are making, the challenges they are facing and how they are dealing with them, etc. These sessions will also provide an opportunity for the KRT to provide short training or workshop sessions. Lessons learned regarding school-based TLCs will be documented, through ongoing consultation with key stakeholders, culminating in a final report which will feed into decision making during scaling up to other regions.

Output 2.3: Institutional framework of Early Childhood Education sub-sector is developed

Activities:
Under the 2.3 output, the first ESPIG Program will support the Somaliland MoES in establishing the system and framework supporting implementation of the Early Childhood Education. On the other hand, the additional MCA will focus in the establishment and piloting of 20 ECE Centers using the established systems and framework to generate concrete knowledge and experience in laying the foundation for designing and implementing systemic and quality ECE Program in the future.

2.3.1. Research into integrated Early Childhood Education approaches
A desk review and analysis of existing Early Childhood Education and Quranic Education integration studies will be done to assess the feasibility of integration in Somaliland and inform future programming. A study tour will be arranged in two neighboring countries (Ethiopia and Kenya), in the region with similar socio-cultural or religious backgrounds as Somaliland. This study tour will afford the MOES and the MOERA an opportunity to see among other things, what other countries have done on integration, lessons learned and recommendations, what can be borrowed for the Somaliland context, the successes and challenges of integration, and integration of policies and policy frameworks. The study tour team will include officers from the MOES and the MOERA, and religious leaders.

2.3.2. Development of Early Childhood Education policy and curriculum documents
Secular (non-religious) ECE is relatively new in Somaliland. As such in partnership with the MOES, a review of policy, planning and curriculum needs will be conducted. An ECE policy Specialist will be recruited to the MOES, to work in partnership with the MOES and the Ministry of Endowment and Religious Affairs (MOERA) to develop an ECE policy framework and minimum standards. The policy framework and minimum standards developed under the GPE funding will be used to guide the operations of all secular ECE programs (public & private) in the country and will include integrated aspects in Quranic centers21 in future. The policy framework to be developed will also include health and safety standards for ECE centers in Somaliland, and will be developed in cooperation with the Ministry of Health (MOH).

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21 Quranic centers in Somaliland and elsewhere in Somalia are religious early learning centers where children between the ages of 3-5 are taught the Quran by Quranic teachers.
At present, there is no standardized curriculum for ECE. Under this GPE program, a specialist will be recruited to support the MOES, in coordination with the MOERA, to develop the Somaliland ECE Curriculum for 3-5 year olds. The curriculum will be designed to support and consider cognitive, physical, social and emotional, religious, and moral development of all girls and boys and foster learning through play. This will then go through a validation process in which it is shared and reviewed by all stakeholders. Following this the Somaliland ECE Teacher Training Program will be developed and validated.

It will be necessary to create a close working cooperation between the MOES and the MOERA in the establishment of ECE in the country. The MOERA is mandated to oversee the development and running of Quranic centers, which provides Quranic education for children aged 3-6. The cooperation between the MOES, the MOERA and other stakeholders (e.g. private ECE center owners, religious leaders) in the development of a national secular ECE program, is vital. This program proposes the establishment of a Joint Steering Committee (JSC) on ECE development as a suitable forum for such cooperation, working together to reach consensus on critical concerns such as (i) policy development for ECE, including policy framework and minimum standards; (ii) the possibility of integrating ECE into Quranic education; (iii) which aspects of the policy will apply to the integrated Quranic centers and in what ways they will apply; (iv) how the Quranic schools can facilitate the exposure of the child to early learning in preparation for primary education, alongside religious education; (v) the role the MOERA can play in influencing the Quranic centers to be receptive of secular ECE, etc. Such a forum will minimize any possibility of suspicions and misunderstandings between the MOES, the MOERA, and other stakeholders regarding the development of secular ECE in Somaliland, and as a result minimize or prevent resistance to the development of a national secular ECE program targeting the same age group.

Output 2.4: Girls and boys attend GPE supported ECE classes which meet minimum standards

Activities:
2.4.1. Provision of training for ECE teachers (In-Service)
Following development and validation of the Somaliland ECE Curriculum and the Somaliland ECE Teacher Training Program, teachers will be oriented on the new Somaliland ECE Curriculum. Teachers from the existing seven ECE Centers and those newly recruited for the new 20 ECE centers will be identified to participate in the new Somaliland ECE Teacher Training Program. The training program will run on part time basis for six months, through the Somaliland National College of Education. The program will be designed to ensure 62 trained ECE teachers have the knowledge and skills to support the holistic development of children in their care. Teachers who successfully complete the course and pass assessed modules will receive a certificate.

Output 2.5: Revision and standardization of curricular Materials

The Somaliland MoES has a functional curriculum development center with a profound experience of coordinating internal and external expertise. All curriculum development and review processes take place and managed by the center expertise and development partners support. There are pooled internal and external professional expertise in both subject matter knowledge and pedagogy. The expertise avails themselves when the center requires their support. Somaliland developed its own primary and secondary education curriculum twice since its establishment in 1991. The Ministry of Education developed the first curriculum in 2006 with content based framework. The schools piloted and implemented this curriculum until 2015. The Ministry reviewed the first curriculum and revised the frame work from content based to an outcome based in 2015. The roll out of the new outcome based curriculum started but requires the development of teachers’ guide as part of the roll out of the full set of the curriculum and technical support at school level through orientation and training of teachers and head teachers.
However, while the outcome-based curriculum is developed for formal and regular education, the Alternative Basic Education (ABE) curriculum was not revised from content to outcome based framework. Therefore, the GPE additional MCA Program will support the revision of ABE Curriculum based on the new learning outcome based primary school syllabus, development of text books and teacher guides for the revised ABE Curriculum, development of learning materials for special needs education, as well as printing and distribution of copies of curricular materials for rural schools. The primary school curriculum, ABE curriculum and textbooks as well as the teacher’s guide will be reviewed after the five year testing period.

**Outcome 3: Efficient and Effective Education System**

Established efficient, effective and functional monitoring system at MOES central and devolved levels (REO/DEO/school)

**Outcome Indicator**

Functional EMIS system informing the decisions at the MOES is implemented. Educational minimum standards are fully functional/ operational at all levels (central/regional and district)

The GPE Program, both first ESPIG and the additional MCA supports capacity building, establishing and strengthening education systems from central to regional, districts and at school level. The program maintains balance between the system building and support in the expansion of access to quality education for out of school children at school or community level. Outcome three is entirely designed for capacity and system building but there are also designed activities in Outcome one and two that contributes to this, some of these contributions include:

- Expansion of learning space that will enable more out of school children to access education
- Supporting the development and establishment of ECE Policies and framework including piloting of 20 ECE Centers and documenting the lessons using the established policies and implementation framework
- Development and utilization of a back to school campaign
- Strengthening the capacity of CECs in the management of their local schools with head teachers and teachers
- Development of guidelines for the selection and management of scholarship for children from parents not affording to pay education related expenses. This will help to harmonize the implementation of scholarship programs.
- Establishment of Quality Learning Environment Assessment techniques and tools to improve delivery of quality education in schools
- Establishment of national learning assessment system using adapted tools for EGRA and EGMA including support to grade 8 National Examination.
- Supporting the operationalization of the national college of teacher education through development of policies and guidelines including furnishing and training of instructors leading to sustainable teachers’ professional development.
- Revision of the outcome based curricular materials for formal and ABE Education System.

**Output 3.1: Quality Assurance and Standards System (QASS) Department services are functional and decentralized to devolved (REO/DEO) levels**

**Activities:**

3.1.1. Establishment of standardized school monitoring system, which feeds into EMIS

During the GPE Program period, results-based schools monitoring and supervision will be supported and institutionalized through the regular monitoring visits conducted by regional Quality Assurance and Standards System Officers (QASSOs). This will include guidance from MOES Headquarters based QASSOs.
who will focus on the learning outcomes outlined in the primary school curriculum framework. Equally, the monitoring visits will apply pedagogical skills learned during the teacher training (e.g. learner-centered teaching methodologies. The efficiency indicators will include: school attendance, dropout, retention, and performance rates by gender. Results-based monitoring and supervision, and qualitative data will feed into EMIS in the regional data breakdown during the piloting period.

The existing Quality and Standards Monitoring Checklist will be reviewed, through a consultative process with key stakeholders, to ensure consistency with the basic competencies, learning outcomes, and minimum standards expected in the new primary school curriculum. REOs, DEOs, and regional QASSOs will be oriented on the revised Quality and Standards Monitoring Checklist prior to monitoring visits. REOs, DEOs, and regional QASSOs will conduct regular monitoring visits to schools, and provide a monitoring and supervision report, including recommendations and action points for improvement, for each school visited. The QASSOs will make sure that feedback is provided to the head teachers and the teachers observed before they leave the school. Follow-up visits will be conducted within the same academic year to ensure that recommendations have been implemented and that improvements have been made. Monitoring and supervision data will be shared with the EMIS Unit by the QASS Department, on a quarterly basis. This information, including documented lessons learned, will not only feed into annual Scholastic Yearbook, but should also be shared with Ministry Officials to feed into wider education sector planning, learning, training and capacity development, and guidance.

Both GPE and EU Funded Horumarinta Elmiga Program provide support to the quality assurance system and works in synergy to avoid any duplication of effort and resources as described below.

| Quality assurance Minimum standards and tools | • QAS minimum standards and tools were developed under HEI in 2014.  
  • The document was reviewed under GPE and trained the quality assurance officers in both central and regional offices.  
  • Ministry uses the standards in monitoring the schools on quarterly basis. |

While the Quality and Assurance Standards System team sits within the Monitoring and Evaluation Unit at the MOES, support and capacity development will be provided for the EMIS Unit staff and MOES Officials in the analysis and use of results-based monitoring and supervision data, in order to inform wider education sector planning, learning and guidance. In partnership with the MOES, Monitoring and Supervision Reporting Minimum Standards will be developed in order to ensure consistent, high quality reporting. All QASSO will be trained on the new Monitoring and Supervision Reporting Minimum Standards.

3.1.2. Training for Quality Assurance and Standards Systems Officers
An assessment of the training and development needs of QASSOs will be conducted. A 15-day training on results based monitoring and supervision, based on the needs assessment, will be provided for all QASSOs from the MOES headquarters and the regional education offices, twice during the program period.

Under Phase 1 of Horumarinta Elmiga (HE) Program a comprehensive MOES human resource capacity audit was conducted by Management University, and recommendations for action for each department were given, but they have not yet been implemented. During this GPE program period this report will be reviewed for the purposes of identifying those recommendations intended for strengthening the capacity of QASS Department. Based on the review this GPE Program will support the development of long-term (1 year) on-the-job training modules for certification at diploma level, to be implementation under future programs. The modules will focus on results-based quality monitoring and supervision, and will have a mix of theory and practice. The modules will be developed in cooperation with a university/organization with
expertise on education quality assurance and a standard monitoring system. A standardized assessment will be taken at the end of the modular training, and diploma level certification will be provided. It is upon certification that one will be considered a qualified Quality Assurance and Standards System Officer (QASSO), in the future.

**Output 3.2** EMIS Unit is operationalized, functional and decentralized to devolved levels (REO/DEO/school).

**Activities:**
The EMIS software, currently being used by the MOES, has considerable limitations, as it cannot be modified for the context of Somaliland. This program will support the MOES to replace it with a more efficient and flexible EMIS software which can be localized to Somaliland needs. EMIS software, provided by UNSECO has been identified and support will be provided for migration to the new software at the MOES central.

The GPE Program will support annual EMIS data collection, entry, analysis and reporting. The EMIS funding will need to be complimented by other funding sources like the government and development partners. The GPE Program will also fund the Joint Review of Education Sector (JRES), to review the performance of ESSP (2017-2021), as part of EMIS data collection process.

### 3.2.1. Operationalization of Education Management Information Systems

A qualified and experienced statistician within the Ministry will be assigned to support the EMIS Unit. Operational Guidelines, to articulate information flow from the central (MOES EMIS Unit) to the devolved levels (REO/ districts/schools), and from the devolved levels to the central MOES EMIS Unit, will be developed and implemented at MOES central level. MOES Officials will receive orientation and training in the use and implementation of the new EMIS software, following the Operational Guidelines.

A top up incentive system will be contributed by the project to motivate the EMIS Key Staff at Central Regional and district level to fully institutionalize the system. This is a new system, which is being established and operationalize, which will require motivated and qualified expertise fully dedicated at all times. EMIS Data is central in guiding the education planning and decision-making process for better education management and financing. Therefore, MOES plans to spend resources to make it function. The government has started to allocate incentives for key Ministry professional experts paying a top up increment of $70 year, which will increase their income gradually and will motivate the experts after the end of the project.

An EMIS Focal Point Teacher (EFPT) will be identified in each school and oriented on their role and responsibilities. The EFPT will work closely with the head teacher at school level EMIS data collection. A template for recording EMIS data will be developed, in partnership with key stakeholders, and both the head teachers and focal point teachers trained on how to record EMIS data in the new templates. Completed EMIS data templates will be channeled to the MOES EMIS Unit through the respective REOs on a yearly basis, at the end of the 5th week of the First Term. The process and lessons learned will be documented both by the respective REOs and the MOES/EMIS Unit, for future reference.

- The EMIS System is now fully established with the UNESCO Software System and the first data collection, analysis and reporting is done. The remaining work will be making the system operational and sustainable by establishing the required operational system including the development of strategies, policies and guidelines for its implementation. Hence, the GPE program will support further institutionalization of the EMIS within the MoES and decentralization to the district level. development of a national EMIS guideline/policy, development of school census management
strategy: document the data and capacity building on developing education indicators, education statistical analysis, and abstract preparation.

The GPE and Horumarinta Elmiga harmonized their resources and jointly supports the establishment and functioning of the EMIS as explained below

| Education Management Information System (EMIS) | • New software was developed under HEII and intensive training was provided to EMIS staff at central level.  
| | • GPE supported decentralization of the system through training the regional EMIS officers and development EMIS data collection plan  
| | • HEIII in the collaboration with UNICEF supported the data collection, data analysis and reporting.  
| | • It is planned to decentralize the EMIS software to the regions and train head teachers. (i.e. GPE-MCA) |

In addition to this, both GPE and Horumarinta Elmiga Program will support the organization and implementation of the Annual Joint Review of the Education Sector in Somaliland at different years, a large annual meeting for donors, NGOs, and key stakeholders, led by the MOES.

3.2.2. Training on Education Management Information Systems

MOES EMIS Unit staff, REOs from the pilot regions, head teachers and EFPT will receive three, five-day training on what data to collect, how to collect, and to upload the data into the template; simple analysis and reporting on all education sector performance measurement indicators including efficiency, effectiveness and other indicators; the channeling process, etc. The initial training will be introductory with essential basics; the second follow-up training will be at a deeper level, while the third training will be a refresher. Training will also be provided for EMIS Unit staff, MOES Officials and QASSOs, on analysis and interpretation.

Linkages will be created between the QASS Department and EMIS Unit for regular flow of information on specific efficiency and effectiveness indicators. Monitoring and supervision data on efficiency indicators such as; school attendance, dropout, retention and performance rates by gender and on teachers’ application of the pedagogical skills learned during the teacher training (e.g. Learner-centered teaching methodologies) will be shared with the EMIS Unit through a clearly defined process as explained under the QASS sub-section above.

Lessons learned regarding institutionalization and operationalization will be documented through ongoing consultation with key stakeholders, culminating in a final report which will inform future planning and policy decisions.

Output 3.3: An effective disaster and emergency strategic plan developed and is operational.

Activities:

3.3.1. Development of a Disaster and Emergency Response Strategic Plan

An initial Hazard, Risk, and Vulnerability Assessment will be conducted. Focus Group Discussions will be held with key stakeholders to better understand the Disaster Risk Reduction needs in each community.

Under the GPE Program the MOES will develop a Disaster and Emergency Strategic Plan, specifying how to respond to different emergency situations. This plan will also include a detailed outline on disaster-resistant construction standards to be observed by contractors in the construction of classrooms and other buildings under this program. The Disaster and Emergency Strategic Plan developed under this GPE
Program will guide future development and establishment of an effective coordination mechanism and systems for disaster preparedness, and the development of disaster management related policies under future educational development programs.

3.3.2. Training on Disaster and Emergency Response
A Disaster and Emergency Management Officers (DEMO) will be appointed and deployed at the MOES central and REO level in the 7 regions as they are all prone and are vulnerable to different types of disasters as shown below:

| Common Disasters and Hazards by Regional Disasters |
|---------------------------------|-------|------|------|
|                                  | Drought | Food | Wind | Clan Conflict |
| Region                          | Sool    | Sahil | Sahil | Sool          |
| Sanaag                          | Maroodijeh |       |      | Sanaag        |
| Togdheer                        | Gabley  |       |      |               |

Source: MOES & SCI, May, 2017

• The DEMO at the central MOES will be a disaster, hazards and emergency management expert and will take the lead in coordinating all the Regional DEMOs. Under this program the DEMO will ensure:
  Provide refresher trainings on disaster management on identified gaps.

1. Development of the Disaster and Emergency Response Strategic Plan
2. Capacity strengthening activities through training of the regional DEMO; MOES central departmental heads and senior officers (ECE, primary, secondary, QASS, Planning); REOs/DEOS and CECs, head teachers and teachers in the supported primary schools, based on the disaster and emergency management strategic plan. Training of the regional focal points, REOs/DEOs and central MOES officers will be done at central MOES. All other training activities (head teachers, CECs, and teachers), will be done at the regional or district level, whichever will be more convenient in terms of distance, availability of training space, etc.
3. Development of Disaster and Emergency Response training modules
4. Training of the regional focal points as trainers (TOTs) following their initial training, so that they can facilitate the training of head teachers, teachers and CECs.
5. Provide refresher trainings on disaster management on identified gaps

3.3.3. Conducting comprehensive assessment in drought affected areas to inform response planning
The project will support comprehensive technical assessments on the effect of drought in education which will provide timely information and data for better response and programming. The current practice is that rapid assessments are conducted after the effect of drought and response delays because of lack of full and credible information and data. The trend of seasonal drought is becoming recurrent and there is always less preparation for the drought. This necessitates a full preparedness for response and programming, hence the preparation of contingency plan in case ECW intervention is not enough to respond to emergency situation.

3.3.4. Integration of Peace Education and Conflict Resolution in the classroom
An assessment of teachers’ training and development needs on integration of Peace Education and Conflict Resolution will be conducted. Appropriate, contextualized training materials will be adopted and teachers trained on integration of cross-cutting issues of Peace Education, Conflict Resolution, Disaster Risk Reduction, and Gender Sensitive Teaching into the National Curriculum.
Results based monitoring and supervision of teachers will be conducted by the QASSO, in partnership with the DEMO, to ensure integration of cross-cutting issues, including Peace Education, Conflict Resolution, and Gender Sensitive Teaching into everyday teaching. In addition to this, Focus Group Discussions will be conducted with students to determine increased knowledge and understanding of Peace Education, Conflict Resolution and Disaster Risk Reduction.

**Output 3.4:** School and community structures promote safe, inclusive, gender sensitive basic education.

**Activities:**
- Under this GPE program, the partnership between the Government/MOES and the communities will be strengthened by creating a system that enhances their involvement in the management of schools, and gives them a voice in decision making. This increased partnership will not only strengthen community involvement in the running, management and development of their schools, but will also further enhance community disaster and emergency response rate on situations that threaten the continuity of their schools and the wellbeing of their children. For effectiveness of the partnership the GPE program will support the strengthening of Community Education Committees for the newly added schools and capacity building for the MOE at nation and regional levels.

3.4.1. Strengthening Community Education Committees
Where schools do not have an established and/or functioning Community Education Committee, they will be supported in establishment. Save the Children will work with the MOES to revise existing national Terms of Reference and Roles and Responsibilities for Community Education Committees, this will be done through a consultative process, with information being gathered at school, district, regional, and central levels.

A rapid Knowledge, Attitudes and Practices assessment will be conducted in partnership with the MOES and Community Education Committees. There will also be an assessment of the training and development needs of Community Education Committee members to inform the planning and implementation of ongoing training. Standard trainings will be provided for all CEC members in supported schools in Child Protection (including identification and referral of Child Protection cases), Child Safeguarding, School Management, Disaster Risk Reduction and Emergency Response Planning, and School Improvement Plan development.

Community Education Committees will be specifically supported in the development of a School Improvement Plan. All the 220 targeted schools will develop school improvement plans of which 80 schools will be provided with a School Improvement Grant which will be used to implement the SIP, Regular follow up will be conducted to ensure implementation of the School Improvement Plan.

**Studies to be Conducted**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationwide Early Grade Reading Assessment</td>
<td>A nationwide Early Grade Reading Assessment will be conducted across Grade 2 students in Somaliland. Results of the assessment will be used to inform teacher training programs in the Somaliland National College of Education, in order to better support learners in Grades 1-3.</td>
</tr>
<tr>
<td>Results Based Monitoring and Supervision</td>
<td>As quality of education comes into focus, so must the collection of qualitative data to support the existing quantitative data available across Somaliland. Strengths, challenges, and lessons learned will be documented, and recommendations will be made for taking the results based monitoring and supervision to scale. This</td>
</tr>
</tbody>
</table>
Decentralization of EMIS services

Decentralization of EMIS services will be piloted in two regions. A systems using school based EMIS Focal Points will be used, with data being directly uploaded and passed up through the DEOs and CEOs. Strengths, challenges and lessons learned will be documented, and recommendations will be made for decentralization of EMIS services across Somaliland. This document will also inform the scholastic yearbook.

### Capacity Development and Training

<table>
<thead>
<tr>
<th>Training Name</th>
<th>Content</th>
<th>Participants</th>
<th>System Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl Friendly Space facilitators training</td>
<td>Child Safeguarding. Child Protection. Life Skills, including Conflict Resolution</td>
<td>Girl Friendly Space Facilitators, DEO, Teachers</td>
<td>Equity in Basic Education</td>
</tr>
<tr>
<td>Early Childhood Education Facilitators Training</td>
<td>Orientation on the new ECE curriculum. Other content to be confirmed.</td>
<td>ECE Facilitators, DEO, SNCE tutors</td>
<td>Quality in Early Childhood Education</td>
</tr>
<tr>
<td>School Based Mentoring Training</td>
<td>Peer Mentoring and Coaching Skills</td>
<td>Key Resource Teachers, Head Teachers, DEO, REOs</td>
<td>Quality in Basic Education</td>
</tr>
<tr>
<td>Early Grade Reading and Mathematics Assessment Enumerator and MOES Experts Training</td>
<td>Standardized EGRA/EGMA Enumerator training</td>
<td>EGRA Enumerators, Ministry Officials, DEOs, REOs</td>
<td>Quality in Basic Education</td>
</tr>
<tr>
<td>Results based Monitoring and Supervision Training</td>
<td>Using the Quality and Standards Monitoring Checklist. Content to be confirmed</td>
<td>QASSOs, DEOs, REOs, Ministry Officials</td>
<td>Quality in Basic Education</td>
</tr>
<tr>
<td>Community Education</td>
<td>Government CEC training manual, Advocacy for education needs.</td>
<td>Community Education</td>
<td>Education Management</td>
</tr>
</tbody>
</table>
PROGRAM IMPLEMENTATION AND MANAGEMENT

The implementation of the ESPIG Program is going well at the completion of Year 1. Activities are jointly implemented by the MoES and SC. Accordingly, a comprehensive annual report has been completed and submitted to GPE. Program coordination between the local education sector stakeholders was prioritized and to ensure this, the ESC has a standing agenda item in the regular monthly coordination meeting for GPE and discussions are conducted on updates and any arising issues including synergies with other education programs.

The first year of implementation of the program mainly focused on the start-up/preparatory processes and activities that included the launch of the program and signing of grant agreement and Memorandum of Understanding (MoU) with the Somaliland Ministry of Education and Science (MOE&S). Save the Children and MOE&S also conducted joint planning and induction meetings at central and regional level of the MOE&S management structure.

During the first year implementation period, the program supported the enrolment of 5,115 out of school children (2,344 girls, 46%) as new intake for grade one in the 80 supported schools for the 2018/2019 academic or school year through back to school campaign conducted jointly with MOE&S and Community Education Committees (CEC) at school level. This new intake of children will contribute to the overall effort of the MOE&S in increasing access of out of schoolchildren to basic education.

Towards improving children’s learning outcome, the program supported the adoption of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools to the context as a standard tool to carry out a National Learning Assessment (NLA) for measuring learning outcome of children in literacy and numeracy skills. The MOE&S conducted the first national level learning assessment during the reporting period by sampling 300 (240 public and 60 private) primary schools which makes up 30% of the total primary schools in Somaliland. This sample was deemed representative enough of the primary schools across Somaliland to draw conclusions. The data collection in these schools was completed during the reporting period and the analysis and reporting is currently ongoing and will be finalized by end of July or beginning of August 2019.

With regards to system building, the program supported the MOE&S Quality Assurance Standards (QAS) through reviewing and standardizing of the existing school quality supervision checklist and training of the department officers on application of the revised checklist and on result based supervision. As a result, Save the Children and MOE&S jointly conducted two school supervision visits using the revised checklist. The program also supported the training of MOE&S Education Management Information System (EMIS) team in coordination with EU Funded Education Program.

Role of the MOES
The GPE Program 2018-2021 is a continuation of the recently ended GPE 2012-2016 Program. As was the case with the previous GPE Program the MOES will be directly involved in the management and implementation of GPE Program, including day-to-day management, joint reviews, policy dialogue, monitoring and evaluation of the action, with the support of Save the Children International (SCI) as the Grant Agent.
The MOES will be directly responsible for the supervision of various institutions such as the Somaliland National College of Education (for the training and certification of primary school teachers), the supported ECE centers, primary and secondary schools. The MOES through its QASS Department, REOs/DEOs will supervise and monitor the quality of curriculum implementation by the teachers trained and certified under this program. It will also supervise and guide school level EMIS data collection through EMIS Unit/REO/DEO and school level EMIS focal points; and the quality of school based peer-mentoring by KRTs and TLCs.

In order to ensure proper project management and implementation the MOES, in cooperation with the Program Agent (Save the Children), will establish a Program Steering Committee (PSC) to guide the implementation process. A Program Manager will be appointed by Save the Children to work in close cooperation with a program focal point to be appointed by the MOES, to oversee the overall implementation of the GPE Program. The role of the PSC will include, but not restricted to:

1. Conducting regular steering meetings;
2. Approving key decisions made regarding program implementation;
3. Overseeing/guiding the overall implementation of the program;
4. Carrying out joint implementation monitoring and quarterly progress reviews;
5. Jointly appointing the evaluation expert and guiding the process of mid-term and end-term evaluation.

Membership of the PSC will comprise the following:
1. Director of Primary Education Department;
2. Director of Secondary Education Department;
3. Head of ECE Unit;
4. Director of Teacher Education Unit;
5. Director of Policy and Planning;
6. Head of EMIS Unit;
7. Director of Quality Assurance;
8. Director of Admin and Finance;
9. GPE Program Focal Point (at the MOES);
10. Save the Children GPE Program Manager;
11. ESC Coordinator;
12. GPE representative;
13. Save the Children SL Education Manager/Area Manager.

The PSC will be chaired by the Director General and co-chaired by Save the Children. Its Terms of Reference (TOR) will be drawn in cooperation between the MOES and Save the Children.

**Operations of the Program Steering Committee (PSC)**

The operations of the PSC will be spelt out in the TOR, and will include:

1. Regular meetings. During the first 4 months the Committee will meet monthly and thereafter, quarterly;
2. The PSC meetings will discuss progress in project activity implementation, identify challenges and address them as necessary;
3. Progress reports will be shared with the local Education Sector Committee (ESC) on a monthly basis for the first 4 months and thereafter on a quarterly basis.
4. This PSC will not be a stand-alone Committee but all its meetings will be integrated with the joint Steering Committee. Meeting will be conducted every six months joining all programs together and
reviewed in a sector wise manner, which also feeds into the annual joint review of the education sector. The Joint PSC meetings are led and chaired by the Ministry of Education where they discuss individual projects updates, lessons learnt and challenges incurred including working relationship and support from the Ministry of Education & Science.

While key Education Sector donors remain Nairobi-based, the ESC meetings in Nairobi will be the primary platform for coordination among donors in Nairobi. The overall aim of each ESC will be to harmonize efforts and monitor the progress and milestones of the GPE Program.

**The Role of the Grant Agent**

Save the Children is the GPE Grant Agent (GA) in Somaliland. As the GA Save the Children will facilitate: (i) the Grant Application including planning and budgeting, in close collaboration with the MOES; (ii) post application arrangements for funds transfer; (iii) managing accountability; (iv) activity implementation, monitoring and evaluation; (v) reporting to the necessary entities including the Board of GPE.

Save the Children will appoint a GPE Program Manager who, supported by the Somaliland Education Program Manager, will work with and provide technical support to the GPE focal point at the MOES, in program implementation and the day-to-day running of the Program. The GPE Program Manager will be also supported by Save the Children Education Project Coordinator and Education Project Officers. Financial technical support on financial management, monitoring, program supplies, and logistics will be provided by the Save the Children Somaliland/Somalia office in Nairobi.

Save the Children will comply with The Global Partnership for Education Risk Management Policy; and to insure that funds used for the intended purposes and that they achieve value for money; Save the Children will 100% manage the funds and oversee the day-to-day operations of the project with the guidance and the support of the MOES.

**Role of the Education Sector Committee (ESC)**

The Education Sector Committee (ESC) is chaired by the MOES and is the decision making body for sector coordination in Somalia/Somaliland. It is based in Nairobi, but with representatives at the local levels (Somaliland, Puntland, and Central-South Somalia). The Committee is comprised of implementing partners in educational development, including INGOs, Local Non-Governmental Organizations (NGOs), multilateral organizations (e.g. the UN agencies) and donors with vested interest in educational development in Somalia/Somaliland. The ESC conducts monthly meetings in Nairobi and local levels (e.g. Somaliland).

The main role of the ESC in this GPE Program (2017-2021) will be to build close relationships between members, and create synergies and coherence among them. This helps to promote harmonization and alignment in educational development interventions in Somaliland. This will contribute to the overall effectiveness of education services in Somaliland, and will be achieved through information sharing about who is implementing what, where and amongst which target groups during the monthly meetings, thus avoid duplicating of efforts in educational development. The ESC website will act as the portal for information sharing and documentation on the on-going and incoming educational interventions in Somalia/Somaliland.

The ESC Coordinator based in Somaliland will play the role of (i) provision of technical support to the GPE/SEPIG implementation team where necessary, and (ii) strengthening linkages between Nairobi, the local (Somaliland) ESC, and the MOES.

**Role of the Coordinating Agency**
EU is the Coordinating Agency (CA) for the GPE Program in Somalia. There will be need for close working cooperation between the CA, MOES and the GA.

**Financial Management**
Save the Children Somalia/Somaliland has a well-staffed finance department headed by a Director of Finance. There are three key finance staff under the director, these are; Financial Reporting & Budgetary Coordinator, area finance managers and the country finance manager (Somalia/Kenya). The country finance manager is based in the field and has other finance staff under/him/her.

Save the Children has been using Agresso Enterprise Resource Planning (ERP), which is a category of business-management software. This software provides for an effective funds management and accountability System.

Save the Children Somalia/Somaliland has in place a finance policy manual that is designed to provide Save the Children programs with the financial procedures and guidance required to manage their financial activities. This manual is revised and updated regularly and the last revision was in October 2015. Save the Children has clear policies and procedures with regards to financial management, which is also accessible online. These policies and procedures provide the overall framework for financial management, as well as links to the relevant financial regulations and rules. Key elements of these monitoring arrangements include reviewing and reporting project financial status. Save the Children also carries out quarterly and annual expenditure reporting and closing.

Budgets for projects are prepared by the grants department in accordance with the guidelines in the grants manual. Monthly budget variance reports are prepared and variances recorded.

An asset register is maintained for each project with the finance team reviewing it on a monthly basis. The asset register is updated in a timely manner in order to record changes updates for acquisitions/ disposals, but also changes in other details such as the location of the asset, person to whom the asset is assigned or significant changes in the asset value.

While most of the budget will be managed by Save the Children, the MOES will be responsible for managing ‘MOES Supervision Operational Support costs’. These costs will be paid to the MOES on a quarterly basis; costs contain the Per-diem and transport cost for the national QASSOs for conducting quarterly joint monitoring. The MOES will also be responsible for managing the budget for Grade 8 National Examinations. This will be transferred to MOES on an annual basis, upon receipt of financial and narrative reports, as per the MoU.

A contractual Memorandum of Understanding (MoU) will be signed for periods covering the life of award. Serious violations of funding agreements, including non-delivery results in non-renewal of or termination of the MoU. Templates of contracts, grants and letters of agreement will be reviewed by both parties, prior to signing.

Regarding the Fiduciary arrangements, Save the Children will comply with The Global Partnership for Education Risk Management Policy; and to insure that funds used for the intended purposes and that they achieve value for money; Save the Children will oversee the day-to-day operations of the project with the guidance and the support of the MOES.

**Monitoring and Management and Fraud/ Bribery and Corruption**
All Save the Children’s partners, including the MOES, will be expected to report as per agreements – specifically, financial and operational reporting schedules. Reporting schedules will provide the necessary mechanism for operational and financial performance monitoring and evaluation. In addition, there are further engagements with SC’s staff on the ground.

There are provisions in the project for the Save the Children MEAL team to conduct monitoring visits with MOES to review performance as a measure of data quality assurance. In addition to programmatic performance monitoring, verifications will be done in conjunction with finance specific monitoring.

Accounting for MOES transactions and funds will managed through the organization’s financial management system (Agresso), which provides a detailed analysis of partners’ fund balance and expenditure status. MOES account for the funds they have received by submitting their financial report in their general ledger and copies of supporting documents, which will be reconciled against bank statements. Any ineligible expenditure that is disallowed will be adjusted in MOES expenditure statements.

Any funds that are jointly managed by Save the Children and MOES is primarily detailed in terms of specific expenditure plans and will be spent against the agreed program details. Through our MEAL system, teachers will be given compliant mechanism through a hot number to communicate if there is any compliant issue. Through the regular monitoring of the schools, we will verify teachers’ attendance in schools. On the other hand, SCI will distribute individually the scholastic grants and materials to the schools through its procurement system.

All partners, including MOES, are required to adhere to Save the Children’s Fraud and Corruption and Whistle blowing policies. Part of the MOES’ assessment ensures that organizations involved in previous fraud incidences are not contracted.

**Strength of Audit**

Globally, Save the Children is audited by an independent auditor (KPMG) and the report being open to the public. With a well-staffed internal Audit and Compliance department, Save the Children has appropriate policies, procedures and practices in place. Its financial statements are audited annually by a qualified audit firm appointed by the Board every three years. At the local level countries appoint external auditors in country to meet local registration requirements or to meet donor requirements. If a country office is to undergo a donor specified award audit, then the regional finance director must be notified as soon as this is known. The regional office can then give assistance in preparation for the audit.

All audit reports and management letters received from external auditors must be sent to the regional finance director. The regional finance director reviews and highlights any concerns with the Director of Finance and the Director of Financial Governance.

**Value for Money**

SC seeks to ensure value for money in procurement and have a set of guideline for this (includes price, quality and compliance with specifications, timeframe and availability, reliability and after sales service and financial and technical capacity).
Fund Flow Diagram

Global Partnership for Education: Education Sector Programme Implementation Grant

SCUS HQ
Periodical Funds are received from
GPE @ SCUS HQ

$8,217,600

SCI London HQ
Periodical Funds are received from
SCUS by SCI London HQ

SCI Somalia/ Somaliland Country office

Monthly Funds are received from
SCI by SCI London HQ

Fund follow
The above diagram describes the flow of fund from GPE to SCI at different levels using the first ESPIG as an example and how its budget flows. The Somalia/Somaliland Country office uses a local and private international bank called Dahabshil which has its headquarters in Djibouti. It is a well-established bank and SCI has used its services since 2000 without any issues of concern arising. The disbursement of funds from the bank to beneficiaries includes:

- Money transfers to MoES and other similar partners from the SCI bank account to MoES bank account in the same bank with clear and signed memorandum of understanding.
- Mobile money transfers using local mobile network to individual mobile money account for payment of beneficiaries in remote area like regional, district and school level with clear receipt of transfer from the mobile money company.
- Provision of checks for companies or individuals that completed contracted tasks such as construction companies, consultants, supply companies etc.
- Face to face cash payments using SCI Financial formats and supporting document such as complete and signed attendance sheet for training programs.

**Procurement and Logistics**

The procurement processes to be used in procurement of goods and services will vary in line with the value/risk of the items being procured, with the intention of ensuring that there is a proportionality between the process employed and the value as depicted in flow chart below – which shows an increasingly stringent procurement process as the value for the procurement increases. All procurement will follow the Save the Children International Procurement Policy.
Save the Children will be involved in the procurement of teaching and learning materials, WASH facilities, furniture for the classrooms and Somaliland National College of Education, primary grade set textbooks, solar lamps and post monitoring of education materials from design stage through to procurement and contracting. During the actual implementation process, Save the children will support in monitoring progress and be involved in certification of works - prior to payment with a final assessment of the work completed.

**SUSTAINABILITY, RISK, AND MITIGATION**

Sustainability of program outcomes refers to the continuation of a project’s goals, principles, and efforts to achieve the desired outcomes post the program in question. In the case of the GPE Program sustainability will entail making sure that the program objectives continue to be met, and that the program outcomes continue to benefit the education system in Somaliland and the program beneficiaries post GPE Program (2017-2021). The MOES will ensure the sustainability of the program outcomes in three specific areas: (i) institutional (ii) technical, and (iii) financial sustainability.

**Institutional Sustainability**

The GPE program has a built-in sustainability, which will facilitate the institutionalization process in several ways: (a) the direct involvement of the MOES in the program from inception to implementation (through program development/application process to its implementation). This process will further strengthen the capacities of the officers involved and will continue benefiting the MOES post GPE Program (b) The GPE Program will facilitate strengthening of services and systems (e.g. QASS and EMIS), and the development and implementation of various policies and procedures (e.g. ECE sub-sector policy; disaster management strategic plan; health and safety standards for ECE operation; disaster-resistant construction standards, etc.). These efforts will strengthen services and operations for the MOES at the central down to the regional/district and school levels, including the involvement of schools in EMIS data collection and reporting, strengthening community public partnerships in educational management from the school to regional levels. It is the intention of the MOES to institutionalize these systems, policies and procedures, so that they become the standard in service provision and practice in these specific service provision areas at the MOES central to the devolved levels. Throughout the GPE Program, a number of studies will be undertaken, particularly for new or pilot activities. Such studies and lessons learned will be conducted in partnership with the MOES. Results and analysis will be shared with the MOES with a view to such information informing future programming, decision making, and guidance and taking programmes to scale, where possible.

**Technical Sustainability**

Technical sustainability includes the continued use and benefits of skills learned and knowledge acquired through capacity development interventions from the MOES central to the REO/DEO and school levels beyond the program period. It is expected that the technical skills including monitoring and supervision skills training provided to the REOs/regional supervisors, head teachers, improved pedagogical skills of teachers and school based peer mentoring, will continue to be beneficial to the education system in Somaliland post GPE Program. It is important to note that where possible, training of trainers will be delivered to ensure that capacity remains within the staff of the MOES and SNCE.

**Financial Sustainability**

With persisting weak economic base at the national level, the MOES is struggling to make ends meet with meager financial resources. The national budget allocation of 7% is not enough to take care of operational expenses such as the payment of teachers’ salaries and other general operations. However, over 60% of primary and secondary school teachers are now covered under the MOES payroll.
The MOES will go to scale with the innovative models for generating domestic financing for social services in Somaliland started on a pilot basis under the GPE (2012/2016). Under this pilot program for local funding the MOES central in collaboration with UNICEF, collaborated with the local authorities in Borama, Burao and Berbera to finance education services. Under this initiative, district level contributions to educational services increased by more than 200%. The MOES will continue with this initiative in order to build on local strengths and government partnerships to generate greater domestic financing for some of the local level educational services such as supervision and monitoring of curriculum instruction in the public ECE centers and primary schools, and for the provision of learning and instructional materials including textbooks.

The key potential risks facing the education sector and the mitigation strategies are reflected in the table below.

**Table of Risk and Mitigation**

<table>
<thead>
<tr>
<th>Potential Risks</th>
<th>Mitigation Strategies</th>
<th>Threat Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: GENERAL RISKS/EXTERNAL TO MOES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outbreak of severe natural disaster <em>(flood, wind, prolonged drought)</em></td>
<td>The MOES continues to give attention to institutional strengthening for disaster management and emergency preparedness through the development of disaster and emergency response strategies, training of MOES personnel from the central to devolved levels (REO/DEO including schools) on disaster management and emergency preparedness. Planning for this will be a major part of this GPE intervention. This will help mitigate the impact of shocks and minimize disruption of learning. The necessary training and facilities to facilitate return to normalcy will be provided under this program. See Annex 1 for planning different scenarios to mitigate the risk. Save the children recognizes that it is critical to embed environmental safeguards and considerations into all our construction activities. This is addressed through our global construction policy which makes it mandatory for all construction activities to be preceded by a thorough analysis of potential impact on the communities, safety considerations in addition to sustainability considerations.</td>
<td>Significant</td>
</tr>
<tr>
<td>Outbreak of clan conflict and preventing access to project sites, and interrupting learning.</td>
<td>Somaliland Government and the communities in general are committed to peaceful resolution of conflicts, despite sporadic clashed between clans in some parts of the country. The deployment of an expert on disaster management and emergency response at the MOES central and disaster management and emergency response focal points at the REO level; including establishing community based early warning systems in order to minimize negative impact on schools and learners. In addressing inter-clan conflicts the MOES will adhere to the principle of 'do no harm' and promote peaceful approaches to conflict resolution. The necessary training and facilities to facilitate return to peace will be provided under this program. Besides the MOES will promote the embedding of peace education in the teacher training and primary school curricular as a long-term strategy for peaceful co-existence between communities. Somaliland is currently at threat level 2.</td>
<td>Low</td>
</tr>
</tbody>
</table>
Political

Somaliland has remained stable and democratic elections are held every five years. The next parliamentary elections are expected to take place in mid-December 2019 (although it is anticipated these will be delayed). These are predicted to be peaceful and are not expected to result in tensions or security challenges. However, they could affect the commitment/availability of the MoES to engage in the planned activities. SC will maintain consistent dialogue with the Government to ensure information for timely decision-making and provide any additional support. Save the Children has a comprehensive risk management plan in place and a well-established security department in addition to enjoying wide acceptance in the communities we serve. Should any political or security challenges arise, Save the Children will immediately alert the donor and proceed with an adaptation or mitigation plan as appropriate.

Fraud, corruption, bribery and diversion of aid

Save the Children has a zero tolerance policy towards fraud, bribery and corrupt practices. All SC staff, partners and contractors are required to undertake comprehensive fraud, bribery and corruption training as part of their induction and refresher training is provided every six months, following which all SC staff are required to sign and adhere to the Fraud, Bribery and Corruption Policy, including the Whistleblowing Policy. SC maintains systems and stringent procedures to ensure that the risks of fraud, bribery and corrupt practices are minimized. Any concerns are immediately investigated, escalated and reported on as appropriate by an independent audit department.

### B: PROGRAM LEVEL RISKS/INTERNAL TO MOES

<table>
<thead>
<tr>
<th>Risk</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Release of Planned budget for MOES by the National Government</td>
<td>The development partners and MOES will lobby for increased budget allocation to the sector, to enable it meet its salary obligation to teachers. The new government has campaigned for improving social services including education as their key priorities.</td>
</tr>
<tr>
<td>could be insufficient to cover salaries of teachers</td>
<td></td>
</tr>
<tr>
<td>Limited capacity within MOES to oversee and monitor the implementation of the program.</td>
<td>The MOES will appoint a Focal Point to manage and oversee the implementation of the GPE/SEPiG Program. He/she will work in close cooperation with the Program Manager appointed by Save the Children, who will provide technical support as necessary. The Program Steering Committee (PSC) will be established by the MOES and will provide the necessary technical back up in terms of guidance and direction to the implementing team. Save the Children will also second finance officer to support the MoES in the financial accountability, management and liquidations.</td>
</tr>
</tbody>
</table>
Implementation of project activities will be regularly monitored to generate information on availability of required inputs, timeliness of implementing activities and achievement of targeted outputs. To make this happen, in line with the MOES education sector strategic plan M&E framework, a detailed project level M&E framework will be developed. The purpose of this monitoring and evaluation framework is to provide a common understanding of the project M&E approach across the different departments of the MOES (such as EMIS, QASS & M&E unit). The M&E framework will also facilitate learning and enable timely access to information for decision-making, sharing of information with education stakeholders and quality donor reporting. To monitor project implementation progress, a joint monitoring will be carried out on quarterly basis. The joint monitoring will be participated by MOES team, SC project team and members from other education partners who attend ESC. The findings of the monitoring including progress made, quality gabs and other issues will be discussed and agreed action point in the education sector meeting and education program steering meetings which MOES organizes at Hargeisa level.

Apart from the ongoing and routing monitoring, a participatory Mid-Term Review will be conducted midway through the term of the action to assess the implementation progress/achievement against set targets for the indicators as per the Logical Framework, and the findings will be used to review the implementation process as necessary. This will also involve the key stakeholders and actors as identified above, and guided by either an external evaluator or done in-house by program staff. A participatory End-Term Evaluation of the action will be undertaken by an external evaluator, involving the key actors and stakeholders. Achievement of the expected results vis-à-vis the indicators of achievement as reflected in the Logical Framework, challenges and constraints, and lessons learnt will be documented and recommendations made for the way forward for the GPE support in educational development in Somaliland.
Annex I: Case scenarios related to effects of the drought on programme implementation

Working assumptions:

1. In all scenarios, water scarcity, food insecurity, human migration and displacement remain prominent concerns.
2. Political stability and security in Somaliland allows flow of international assistance for drought response activities.
3. Schools are points of convergence and response by different humanitarian agencies.

The following scenarios are based on weather forecasts and predictions. The scenarios are broken down into ‘best case’ and ‘worst case’ in order to inform the Ministry’s response strategy. In Somaliland, both the two scenarios are high possibilities with the worst-case scenario presenting massive loss of livelihoods, human life, displacement and exacerbating human suffering, some affected schools closing and children dropping out of school.

1. Worst case scenario

According to FEWS NET report in May 2019, the onset of the Gu 2019 rainfall season (April to mid-June) was delayed by 10 to 30 days. Although rainfall performance improved in May, it remained largely below average and characterized by erratic, poor distribution. – poor distribution is still likely to result in below-average crop and livestock production overall. Emergency (IPC Phase 4) and Crisis (IPC Phase 3) outcomes are expected through at least in September and beyond across Somaliland.

The 2019 Deyr rains are expected to come in October and the situation could deteriorate if the rains are below normal. If there are insufficient rains, there will likely be reduced production and household purchasing power across all livelihoods, especially among the pastoral communities, and the number of people in need rises. This is likely to affect many more households currently stressed to drift into crisis, emergency and famine situations over time. Food security trends could continue to worsen through October, 2019 for pastoralist (livestock and fishing communities). Recovery activities are inadequate to reach and support households and schools in dire need as weather conditions remain cannot sustain existing livelihood systems. A large portion of the most vulnerable populations, including children in and out of school, will still need lifesaving and education support through 2019 humanitarian access remains unstable with some interruptions in programming. Increased movement of people in search of better livelihood opportunities in urban centers and IDP areas.

Health and Nutrition facilities are overwhelmed with the rise in malnutrition rates and Global Acute Malnutrition (GAM) rates already exceeding emergency thresholds due to low or nonexistent crop production in most areas. Due to global demand on nutrition supplies, pipeline problems result in periods of stock out in some facilities.

Sporadic outbreaks of livestock, zoonotic and human diseases occur due to overcrowding, inadequate and contaminated water. The humanitarian response focuses on the outbreak of human diseases that include communicable diseases with mixed levels of success. There is a high level of morbidity and mortality among livestock.
Livestock body mass and value depreciate due to the effects of the drought and loss of market in the Middle East. With about 60 per cent of the population in Somaliland relying on livestock for their livelihoods, such as loss further strains household income leading to an increase in household debt. Fundraising efforts are moderately successful with the needs outweighing the available resources and funding streams.

**Effect on Education:**

Up to 30-40% of schools close with up to 50% of school children dropping out of school in affected areas. In some cases, especially in urban areas, schools are overcrowded by displaced communities and children from other schools. Teachers are also displaced and relocate to other urban centers. Implementation of the GPE programme at school level might be affected. Focus will be on drought response and office based activities including strengthening systems at MOES. GPE has allocated 20% accelerated fund for emergency response and the implementation of the Education Cannot Wait (ECW) will also started in July, 2019

2. **Best case scenario**

The Deyr rains will perform better or normal and there will be adequate water and communities will not migrate. They will gradually recover from the drought situation and there would be adequate financial and material resources for distribution to households and schools affected by the drought.

**Effect on Education:**

Schools operate at optimal levels. There is an increase in attendance and children previously out of school access education.