

National Education Sector Strategic Plan

2022-2026

Ministry of Education, Culture and Higher Education
Federal Government of Somalia



Federal Government
of Somalia

National Education Strategic Sector Plan (ESSP) 2022-2026:

Rebuilding Somalia through Educational Planning

Technical support



unesco
International Institute for
Educational Planning

Financial support



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SOMALIA

- ⊙ National capital
- ⊕ Regional capital
- Town, village
- ✈ Airport
- International boundary
- Regional boundary
- - - Undetermined boundary
- Main road
- Track
- Railroad

0 50 100 150 200 km

0 50 100 mi

Foreword

The 2022- 2026 Somalia Education Sector Strategic Plan (ESSP) has been put together by the Somali National Technical Team on Education Sector Analysis and ESSP, with support from UNESCO's International Institute for Educational Planning (IIEP-UNESCO). The Guidelines of GPE and international standards were closely followed while considering the fragile context Somalia is emerging from. The team was able to identify the risk measures and challenges that need to be mitigated throughout the duration of the plan. A holistic approach was employed in conducting the analysis, planning process which translated to the objectives, key priorities and activities of the ESSP.

As Somalia embarks on the journey of state building and reviving its institutions, the Ministry of Education, Culture and Higher Education (MoECHE) is at the heart of promoting peace and prosperity for Somalia and this plan reflects the priorities of the Somali government which seeks to deliver educational services throughout the country.

The ESSP corresponds to the Somali National Development Plan, 2020-2024 that promotes a “just, stable and prosperous Somalia” and it supports multiple Sustainable Development Goals (SDGs) related to education (SDG 4), gender (SDG 5), equity (SDG 10), and peace and security (SDG 16). Furthermore, the Somali Education Act, 2021 paved the way for the plan to be more realistic where tangible achievements can be reached. This plan will enhance access, quality, equity, governance, and the literacy of ICT for the education sector as we move Somali society forward. My hope for the plan is that it strengthens MoECHE at the federal level and our federal member states ministries as well as the Banadir Regional Administration's education directorate.

The ESSP priorities and strategies are clear in order to improve the education system in Somalia and contribute to the state building. I would greatly appreciate it if our partners and donors redesign their educational programs to align with ESSP of the Federal government of Somalia. I urge that the investments made towards the education sector in Somalia reflects the plan and touches every school, classroom and students as programs are implemented throughout Somalia. I invite our donors and development partners to work closely with MoECHE to strengthen the education system in Somalia.

My sincere gratitude to members of our National Technical Team and IIEP-UNESCO for working with all stakeholders to produce a comprehensive and well thought plan for the development of the sector.



Eng. Abdullahi Abukar Haji (Arab)

Minister of Education, Culture
and Higher Education
Somalia Federal Government

Preface

The provision of quality education and training to all Somalis is a constitutional right. It is also fundamental to the government's overall strategy for the prosperity of Somalia's development. I believe that the Education Sector Strategic Plan 2022-2026 truly reflects the way we want to move Somali education forward. The plan outlines strategic reforms in the education sector, which includes clear goals, activities and indicators that reflect how we want to improve the education sector in the next five years.

This plan has been developed by the Ministry of Education, Culture, and Higher Education, with contribution from all federal member states Ministries and Education Directorate of Banadir (BRA). The staff from all the mentioned institutions provided highly needed support and demonstrated both commitment and competency in identifying strategies and activities that can support the education system for the next five years.

Implementation of the plan will be done under a multi-sectoral approach with all ministries of education at federal and federal member state levels participating in all implementation phases. Through this plan, the government seeks to improve the overall governance, transparency and accountability in the education service delivery. The plan also aims for the strengthening of coordination and establishing collaborative linkages among all the stakeholders to implement the proposed education reforms and mobilize the necessary financial resources for the planned activities.

Finally, I am extremely impressed by the work of our National Technical Team with support from UNESCO's International Institute for Educational Planning. Indeed, this team demonstrated the ability to work with a diverse group of stakeholders and to develop a plan that is realistic and resonates with the Somalia context. I am confident that this plan will pave way for the government to implement strategies that will help achieve the aspired national goals of Somalis.



Mohamed Abbi Hassan

Director General
Ministry of Education, Culture and
Higher Education
Federal Government of Somalia

Acknowledgements

The 2022-2026 Education Sector Strategic Plan has been made possible with contributions and inputs from different stakeholders and institutions. These stakeholders took part in the foundational consultations for development of the plan. To that end, the Federal Government of Somalia acknowledges the work of the different entities that made it all-inclusive to draft meaningful objectives, key priorities and activities for the plan.

The plan was drafted by a National Technical Team led by Saida Hassan and included Abdurahman Ali Mohamed, Abdirizak Hassan Ibrahim, Khalid Hassan Samatar, Mohamed Mukhtar Sheikh Mohamed, Mohamed Sharif Ibrahim and Sumaya Abdirashid Mohamed, with special support from Faiza Hassan, USAID and Ismail Moahmed Ali, SCI. The plan was developed under the professional guidance of an IIEP-UNESCO team led by Polycarp Otieno, Education Policy Analyst, and included Shannon Lindsey, Education Policy Analyst, Dr. Michael Mambo, Senior Education Consultant, Tesfaye Kelemwork, Education Consultant, and Setotaw Yimam, Education Consultant.

The ESSP went through a comprehensive consultation and includes input from different institutions that have the responsibility to deliver the education services of Somalia. Thanks to the dedication and commitment of the Federal Member States Ministries of Jubbaland, Galmudug, Southwest, Hirshabelle and Banadir Regional Administration. This is truly a collaborative plan that represents the needs of the aforementioned Federal Member States and MoECHE.

The Federal Government of Somalia wishes to acknowledge the contributions of all the parties, particularly Save the Children and CARE Somalia through the GPE funding. Furthermore, we extend our appreciation to the Technical Working Groups, Heads of Departments, Technical Advisors, the Education Sector Committee (ESC), representatives of Non-Governmental Organisations, and Bilateral Aid Agencies for their participation and valuable contributions.

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Executive Summary

Since emerging from state collapse with the establishment of the Federal Government of Somalia in 2012, Somalia has worked to rebuild key governmental institutions including the Ministry of Education, Culture and Higher Education (MoECHE). Education is seen as a pillar of this state rebuilding, as it is through investing in its population that the country seeks to build the foundation for economic growth and social development. The role of education in state development is underscored in the National Development Plan and was further crystalized in the Education Sector Strategic Plan 2018-2020. Despite institutional commitment, education in Somalia still faces severe challenges which are driven by the continued instability caused by conflict, displacement, poverty, and natural disasters. To tackle these challenges, the MoECHE has developed this Education Sector Strategic Plan (ESSP, 2022-2026) through a consultative and participatory process.

The development of the ESSP was led by a national technical team established by the MoECHE in the early phases of the Education Sector Analysis (ESA) process. This team was supported by technical experts from IIEP-UNESCO, who also supported the preparation and production of the ESA in 2021. The ESA provided the foundation for the development of an evidence-based plan, highlighting key challenges which were then translated to the activities and strategies seen in the ESSP. Following the conclusion of the ESA, the national team embarked on a set of consultations across the Federal Member States and the Banaadir Regional Administration in which over 1,000 participants attended. These consultative sessions were geared towards confirming the key challenges in the education sector as identified in the ESA and developing objectives, strategies, and activities to address them.

Key achievements and challenges in the education sector

The MoECHE has made significant progress in the institutionalization of the education sector over the past five years. Most notably has been the development of the Education Act, which for the first time laid out the unified education system of the country as well as the laws and rules that govern the operation of the system. This has been further complimented by policy developments in outlining the division of responsibilities between the MoECHE and state-level MoEs. Similar institutionalization of responsibilities has occurred in TVET and Higher Education, through both a new agreement between the MoECHE and the Ministry of Labour and Social Affairs as well as the establishment of the National Commission of Higher Education in 2019. These institutional developments have supported the unification of education services and have allowed, for the first time in the post-war era, for the development of a harmonized primary and secondary curriculum as well as the distribution of associated learning materials. This has further allowed for the holding of national primary and secondary examinations, with a pass rate of 90% in primary and 75% in secondary observed in 2020.

Despite the progress made as indicated above, Somalia still faces great challenges in ensuring universal access to education and ensuring that the system functions in the way it is intended. Access to education remains the most significant concern for Somalia with more than 85% of school-age children out of school in 2020. Low GERs were seen across all sub-sectors at 24% in primary and 22% in secondary in 2021, significantly lower than the East African averages of 109% and 41% for primary and secondary respectively. Access is further seen to be greatly affected by poverty levels and associated rural or nomadic status, while girls are also seen to be given less opportunities to access education than boys.

Alongside access related issues, challenges related to the quality of education being delivered are also exhibited in Somalia. Most starkly are the low levels of teacher qualification, standing at 36% in primary and 15% in secondary public schools. This is further reflected in the weak results seen in the teacher proficiency testing that was carried out in the country in 2019, in which only 53% of primary and 63% of secondary teachers passed. Alongside low levels of teacher qualification, the number of teachers currently in the system is inadequate to support the student population, with pupil-teacher ratios ranging from a low of 32:1 to a high of 60:1 across sub-sectors. In addition, while textbook distribution began in 2020, representing an important step towards improving quality of education, the number of textbooks in schools remains insufficient, resulting in high pupil-textbook ratios.

The TVET sub-sector continues to be dominated by the private sector and NGOs, with only Jubbaland currently having a publicly managed technical professional college. Of the limited training programmes that do exist, the ESA revealed a major mismatch between the training and skills demanded by the labour market and those offered in TVET institutions. Higher education is similarly highly privatized, with only one public university existing in the country, representing 2% of total higher education enrolment. The higher education system has had to contend with weak quality assurance structures, with only 41 of the 118 higher education institutions in Somalia officially recognized to be operational. Thanks to the establishment of National Commission for Higher Education in 2019, there is renewed optimism that the assurance landscape will change.

Weaknesses were also observed at governance, functioning and structure of the MoECHE and the state-level MoE; with staff reporting they were hindered by poor working conditions (57%), lack of clear-cut responsibility (51%), and nepotism and favouritism (50%). Another hindrance to the education system management includes random challenges experienced by the EMIS, especially the overall weakness in the staffing capacity. Additionally, expenditure was seen to be focused on recurrent items, meaning limited expenditure is dedicated to investment which is necessary for expanding public education in the country and continuing the process of rebuilding. As a result, development partners in Somalia fill investment gaps, with their spending of 19 million in 2020 overstripping that of the government, while families are seen to be the biggest investors in education, spending a total of \$24 million on education in 2017, nearly seven times the amount spent by the government in the same year.

Guiding principles, policy priority areas and interventions of the plan

In response to the challenges identified, the ESSP is guided by five key principles:

- **Equity and inclusiveness:** Equal access to resources and opportunities in the provision of education and management of the education system;
- **Quality services:** High standard service and acquisition of competencies and excellence in education at all levels.
- **Decentralized management:** Empowering various entities at different levels of the education system to make evidence-based decisions and efficiently use resources.
- **Good governance, accountability and transparency:** Making the various entities at the different echelons of the education system responsive and transparent and holding accountable the responsible bodies for their actions
- **Collaboration and partnership:** Involving and working together with different actors in the education system, communities, other sector ministries, governmental organizations, non-governmental organizations (NGOs) the private sector and development partners to promote education in Somalia.

All interventions/activities identified in this ESSP are guided by these five principles and are further deconcentrated into six policy priorities: access, equity and completion; quality and relevance of education; utilization and integration of ICT in education; governance, system management, capacity development and enhancing EMIS and access to and quality of higher education. The policy priorities are translated into actionable programs and activities which are clustered around seven education sub-sectors; Early Childhood Education, Primary Education, Secondary Education, Alternative Basic Education, Adult Education, Technical and Vocational Education and Training and Higher Education and three priority areas; Education in Emergency; Governance, System Management, Capacity Development and Enhancing the EMIS and Utilization and Integration of ICT in the Education System.

Early Childhood Education remains a small sub-sector in Somalia, with the government currently not supporting any public ECE institutions. However, the value of this level is understood in its ability to appropriately prepare students for primary education while also supporting their socioemotional development. Through the ESSP, the MoECHE commits to provide equitable access to quality pre-primary education for all eligible children. This will be achieved through the introduction of publicly funded ECE centers, community mobilization and sensitization around the importance and value of ECE, creation of a formal public private strategy to allow access in areas where public schools do not exist and the finalization of an ECE policy and strategy. Furthermore, the ESSP commits to the development of a unified ECE curriculum and the provision of associated teaching and learning materials, while ensuring that ECE teachers receive appropriate training on their utilization. Key ESSP targets for this subsector include:

- Reaching 10% gross enrolment in pre-primary education
- Achieving a gender parity index of 0.8 in pre-primary education
- Ensuring 20% of public and private ECE teachers have attended pre or in service training in the past five year
- Having 75% of ECE centers using the new curriculum

Primary Education continues to see low levels of access in Somalia alongside high dropout rates which are seen to be more prevalent amongst disadvantaged groups such as IDPs and rural populations. In addressing access related issues, and improving equity, the ESSP sets out to expand and rehabilitate primary schools, with special attention given to underserved area, improve the participation of communities and parents through community awareness campaigns, provide bursaries and feeding to schools in disadvantaged districts and recruit and redistribute teachers equitably. The second priority programme looks to address issues related to the quality of education in primary schools including through supporting the implementation of the primary education curriculum, providing in-service teacher training, increasing the provision of teaching and learning materials and introducing lower grade learning assessments and examination banks in order to strengthen current learning assessment systems.

Across the ESSP, specific attention has been given to the issue of inclusive education and the current lack of access to educational services for children with disabilities (CwD). While the lack of data on populations with disabilities limited the ability of the ESA to diagnose the exact issues relating to CwD, it is accepted that both negative community attitudes, discrimination, and physical barriers act as challenges. To address this at the primary level, the ESSP seeks to improve the awareness and understanding of communities on CwD and their right to education, build the capacity of teachers and school staff on inclusive education, including the dissemination of the special needs education policy as well as improve and adapt school facilities and teaching and learning materials to the specific needs of CwD. Finally, the ESSP seeks to address the gaps and challenges the ESA revealed in primary education management in strengthening the capacity of the quality assurance department at the primary level and investing in community education committees through training to strengthen transparency and accountability at the school level. Key ESSP target for this subsector include:

- Increasing the GER in primary education from 24% to 34% and the female GER from 22% to 28%
- Improving the primary completion rate from 80% to 95%
- Ensuring a 1:1 student-textbook ratio in all subjects for students in government-supported and public primary schools
- Improve the percentage of primary schools with accessible WASH facilities for CwD from 10% to 30%

Secondary education was seen to face similar challenges to those at the primary level, with low levels of Enrolment observed as well as high dropout. At the secondary level, the dominance of private providers is even greater, and the issue of teachers' qualification seems to be more pertinent, with many teachers working in both primary and secondary classrooms without having the minimum qualifications necessary for the later. Strategies in the ESSP to address these quality issues include a review and update of the secondary education curriculum with a particular focus on STEM subjects, the provision of in-service training as well as pre-service training opportunities for secondary teachers, the provision of teaching and learning materials and libraries to secondary schools and the strengthening of learning assessment systems.

Access is to be addressed through the construction of new secondary schools as well as the rehabilitation of damaged schools, improved understanding of barriers to accessing secondary education, the provision of bursaries to students at risk of dropping out and the provision of dignity kits to girls in secondary institutions. The management and supervision of secondary education will also be addressed, firstly through the improving the capacity of the quality assurance department at the secondary level and through conducting annual quality audits. Key ESSP targets for this subsector include:

- Increasing the GER in secondary education from 22% to 30% and from 18% to 30% for females
- Increasing the gender parity index from 0.68 to 0.8
- The distribution of dignity kits to 5,000 secondary school girls per year and the provision of bursaries to 1,250 students at risk of dropping out

Accelerated Basic Education provides the opportunity for overage and disadvantaged groups such as IDPs and pastoralists in Somalia to receive a basic education and a primary leaving certification. ABE in Somalia is currently implemented by partners across a limited geographic area with 40,440 learners enrolled in 2020 and has also been offered through a distance-learning radio programme. In the new ESSP, the MoECHE plans to work with the development partners in their implementation of ABE namely through expansion of the program. These efforts are concentrated on improving access through community awareness and promotion of the ABE program as well as conducting a needs assessment to identify where ABE centers are in the highest demand. This expansion in access will be accompanied by an improved supply of learning supports including textbooks, teachers guides and trained teachers. The MoECHE will further support the radio learning element of ABE through the development of more radio-lessons as well as the distribution of radios to hard-to-reach places. Key ESSP target for this subsector include:

- Increasing enrolment from 40,440 to 200,000 in ABE centres
- Developing radio-based programming for ABE distance learning in rural areas
- Distributing 20,000 radios to child in hard-to-reach committees

Education in Emergencies continues to be a relevant topic in Somalia due to prolonged violence still experienced in various parts of the country as well as its vulnerability to climate-related emergencies such as droughts and floods. The persistent nature of environmental emergencies, that are only anticipated to worsen with the effects of climate changes, necessitates that Somalia is constantly prepared to react to minimize as much as possible the negative impacts on education. As such, the ESSP commits to providing sustained education services in emergencies including rehabilitating schools damaged in emergencies, providing TLM and WASH service to schools during emergencies, as well as improving coordination between humanitarian actors and strengthening the capacity of federal and FMS staff on emergency preparedness. The ESSP also plans to strengthen protection and safety mechanisms for educational facilities namely through the development and implementation of a safe schools' declaration. Key ESSP targets here include:

- Providing emergency WASH services to 200 emergency affected schools
- Ensuring 100% of schools in emergency prone areas have monitoring and reporting mechanisms in place
- Providing emergency TLM to 20,000 students in emergency affected schools

Adult Education is particularly relevant in Somalia due to the large proportions of the population that missed out on education during the era of the civil war, as is reflected in its low adult literacy rate of 40%. Under the ESSP, the MoECHE plans to expand the provision of adult education through the addition of adult education shifts in existing schools, as well as the establishment of stand-alone adult education centers in specifically underserved areas such as IDP settlements. Alongside this expansion will be the creation of a standardized curriculum for adult education as well as the training of teachers and provision of an honoraria to teachers that will work in these classes. Work in this area will be supported by the development and implementation of an adult education policy which will aid to frame this sub-sector most succinctly. Key ESSP target for the subsector include:

- Enrolling 75,000 students in adult education classes with 50% female, including 3,500 learners from refugee, returnee and IDP communities and 1,500 learners with special needs

- Developing a national, approved adult education curriculum framework and associated teaching and learning materials
- Increasing the number of teachers receiving honoraria for teaching in adult classes from 200 to 2,500 with 50% female

TVET has the potential to provide Somalia's large youth population with the skills needed to drive economic growth. Currently, the sub-sector is severely underfunded from the government side, and training opportunities have not been seen to be adequately aligned with labour market needs. The MoECHE is committed to expanding access to equitable TVET through the expansion and rehabilitation of TVET institutions, as well as through construction of public private partnership to ensure more clear linkages between programs and labour market needs as well as more well defined pathways from training to the workforce. Further alignment will be achieved through the development of a standardized national TVET curriculum which will be informed by labour market surveys and tracer studies and accompanied by relevant teaching and learning materials. This unification will further be complimented with the establishment of standards and a quality assurance system as well as a regulatory framework and national policy for the sub-sector. In this way, much attention will be devoted to building the institutional environment of TVET alongside increasing access and improving quality. Key ESSP targets for the subsector include:

- Increasing enrolment in public TVET centers from 8,701 to 30,000 including 50% female
- Constructing 17 new public TVET centers across the FMS
- Rehabilitating 23 TVET centers and providing tools and equipment to X

Higher Education will play a critical role in providing the knowledge, skills and professional competencies needed to equip Somali youth to contribute to the development of the country. As such, the MoECHE is committed to addressing barriers to equitable access to higher education by improving opportunities, particularly for marginalized and at-risk youth. This will be achieved through the expansion of the SNU and the rehabilitation of existing campuses, as well as working with private actors, both local and international, through the awarding of scholarships to vulnerable and disadvantaged groups.

Higher education will also undergo a standardization of quality through the development and implementation of an HE qualification framework and mobilization of the NCHE. Key ESSP targets for the subsector include:

- Increasing the number of students enrolled in higher education from 94,500 to 300,000
- Rehabilitating three existing SNU campuses
- Providing international scholarships to 2,400 students and local scholars to 1,250 students

Governance, system management, capacity development and strengthening EMIS are prioritized in the ESSP due to the continued process of rebuilding of public systems that has occupied a central position in the agenda of the government since the establishment of the Federal Government in 2012. Despite the recent introduction of the General Education Law in 2021, and other recent institutional developments, the ESA revealed continued lack of clarity in the MoECHE, particularly in terms of the distribution of roles and responsibilities. As such, the first priority programme in this sub-sector is concerned with improving the governance and management capacity of the MoECHE including a review and revision of the current organizational framework and the provision of training to staff on the new structure. Strengthening governance will also include improving coordination mechanisms between the MoECHE and MoEs at the federal level and development partners, as well as building the capacity of MoECHE staff through targeted professional development opportunities. Alongside improvement to the MoECHE, specific attention is also given to the EMIS in the ESSP, particularly in terms of improving its quality, reliability, and geographic coverage. This will be accomplished through the creation of an EMIS policy, the recruitment and training of EMIS staff and the provision of improved technology and devices to facilitate easier data collection. Key ESSP targets here include:

- Conducting five training workshops on revised MoECHE structure with staff
- Review the establishment of HR database for ministry personnel
- Increasing geographical coverage of the EMIS from 71% to 100%

Utilization and Integration of ICT in the Education System has grown in importance for Somalia in light of the COVID-19 pandemic. Furthermore, the large populations of nomadic and pastoralist communities in the country make blended or distance learning methods especially relevant in the development of the sector. It is for these reasons that the MoECHE has prioritized ICT integration in the ESSP, with intentions to first develop an ICT policy framework on which this expansion can be predicated. Additionally, the ESSP aims to improve provision of computer labs, power and internet access to both primary and secondary schools, thereby improving their connectivity and access to a wider range of learning resources. Lastly, large efforts are to be made in the improvement of existing and development of new digital content for all subjects in the primary and secondary curriculum in order to provide more alternative and distance learning options. Key ESSP targets here include:

- Providing primary and secondary schools with computer labs, electricity and internet access
- Developing digital lessons for the primary and secondary curriculum
- Creating an ICT policy framework and associated implementation plan

Cost and financing of the plan

The ambitious programs, strategies and activities outlined in the ESSP will have a projected total cost of US\$387.9 million over the five-year period. This is made up of US\$296.2 million in recurrent costs, representing three quarters of the total expenditure, while development costs are projected to be 24% of the overall cost. These high development costs can be understood in the post-conflict context of the country where there is a need to both build more learning institutions as well as rehabilitate those that have been affected by the conflict. The first year of the plan is seen to be the least expensive due to the need to first make plans for the expansion of infrastructure before progressing with associated activities.

The activities in the ESSP will be implemented at either the federal or MoECHE level depending on the responsible party according to the activity scope and type. In terms of distribution of costs, it is projected that US\$141 million will be spent by the MoECHE, representing more than one third of total costs, while the remaining two thirds will be actualized at the state level. The projected costs per the FMSs will range from USD 45.4 million in Jubaland to US\$54.9 million in the South West state. In terms of proportion, the share of cost is shared evenly between the states, ranging from 12-14% of overall expenditure.

There is an anticipated US\$131 million that is likely to be available to the education sector, based on projected macroeconomic performance, as well as government commitment to increase the proportion of recurrent education expenditure as a proportion of government recurrent expenditure and the same for development expenditure. Banadir Regional Administration and four Federal Member States (Galmudug, Hirshabelle, Jubaland and South West State) have also committed to contribute a minimum of 5% of their state expenditures to education, a commitment that is already integrated in the US\$131 million. Comparing these total projected resources to the overall projected cost of the plan, including both maintaining the current system and the addition of new activities, the education sector will have an operating deficit of around USD 24.2 million, representing around 6% of the total projected costs.

Although not large, the deficit will need to be addressed, especially in the context of the share of financing that is expected to come from development partners. In the long term, the FGS and FMSs will need to have a sustainable plan financing plan for mobilizing resources for the sector. Already, the plan includes some strategies that will be executed in this plan, including the development of public private partnerships to deliver education at various levels of education. In addition, different sub sectors have proposed aggressive funds drive targeting remittance from local and international communities

Plan implementation arrangement, monitoring and evaluation framework

The implementation of the ESSP, as presented below, will be overseen by six different bodies spanning both the federal and state levels and will include representative from donors, implementing partners, multilateral and bilateral organization, national and international NGOs and members of civil society. Within these bodies, a focus will be placed on ensuring that all activities carried out by development partners or at the state-level are aligned with the federal ESSP. The implementation arrangement has also been designed to reflect the decentralized nature of the existing governance system as well as the current capacity of the MoECHE and FMS MoEs.

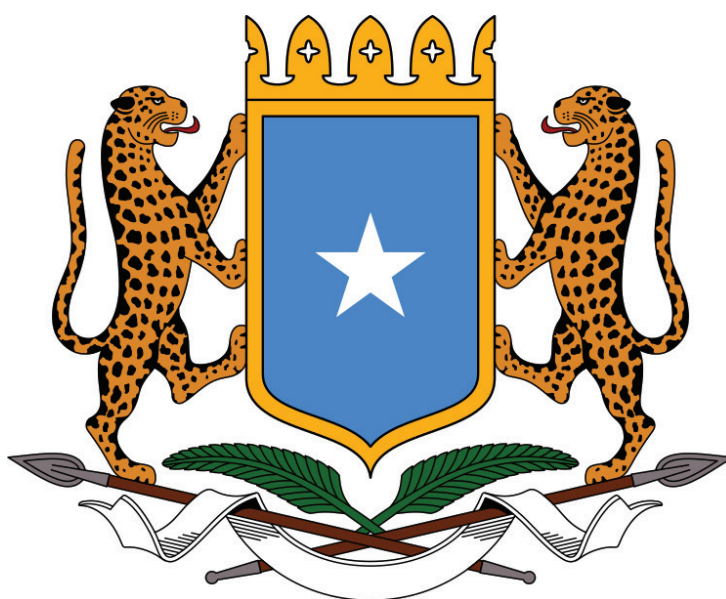
Regarding monitoring, departments, units and TWGs are the first entities which will monitor the implementation of the ESSP, with the TWG conducting its monitoring most frequently. This will be complimented with monitoring undertaken by the National Monitoring Committee (NMC) which will focus on the progress in the implementation of activities; utilization of inputs; budget utilization; implementation of recommendations issued at each review, and the achievement of planned outputs. Monitoring will also be conducted by an independent body engaged by the MoECHE, whose reports will contribute to the Joint Review of the Education Sector (JRES). The JRES will also act as a monitoring tool and will be conducted on a yearly basis, led by the Ministry of MoECHE and the Planning and Policy Department. A midterm evaluation of the ESSP will be carried out in 2024, with the results to be discussed in the NMC, NSC and JRES with the view of correcting the course of implementation of the ESSP to challenges revealed. A final evaluation will be undertaken in 2026 which will assess whether the program objectives will have been achieved as well as identify emerging challenges so as to inform future education policy development.

Assumptions, risks and mitigation measures

The successful implementation of the ESSP is anticipated to face challenges related to conflict, political instability, humanitarian situation, climate change and natural disasters, lack of sufficient financing, lack of coordination and poor planning, limited human capacity and institutional linkages, persistent socio-cultural factors affecting education of children, and the COVID-19 pandemic. These risks are all addressed in a comprehensive risk matrix which introduces mitigation measures for lessening the impact of associated risks.

Chapter One

Introduction



Somalia has made tremendous progress in terms of its state recovery since the establishment of the federal system and signing of the provisional constitution in 2012. Bringing back institutions has been at the core of this process of state rebuilding for the Federal Government of Somalia (FGS), including the Ministry of Education, Culture, and Higher Education (MoECHE). The MoECHE has made great steps in building its capacity to provide education services to the nation, but still faces challenges in terms of accessibility, equity, quality of education, and governance and management.

The FGS is committed to working for sustainable development, freeing the nation from poverty, and enabling every Somali citizen to live a productive life. This includes investing in the development of the country's human capital, especially through education, thereby creating the foundation for economic growth and social development. This importance of education was underscored in the Somalia National Development Plan (2020-2024) which recognized that education is a key tool for increasing the welfare levels and breaking the poverty cycle. Somalia will ensure SDG 4 is met through inclusive and equitable quality education and training that promotes life-long opportunities for all. Furthermore, the envisaged education and training opportunities are expected to meet the growing demands for education, which are driven by its young population. The Government is fully cognizant of its responsibility to ensure that every child has a right to education and is committed to doing this to the level and extent possible within the resources of the country.

The National Development Plan further noted that the education sector is confronted with several challenges. These include low literacy levels, particularly among women; low levels of enrolment in both primary and secondary schools; low survival rates in primary school; girls' education indicators being lower than boys; high youth unemployment with few labour market skills; insufficient access to education amongst IDP Returnees, Refugees and rural populations; poor levels of teacher qualification; weak regulation of non-state provision of educational services; under-developed education information management systems; poor education infrastructure and weak capacity for service delivery.

The MoECHE, as the primary government entity for the operation of the education sector, has made it a priority to develop an education sector strategic plan (ESSP) through a participatory approach founded on an evidence-based analysis, with recommendations to address the above-mentioned challenges in order to improve the situation progressively. This ESSP (2022-2026) is, therefore, a product of the strategic planning process that took place throughout 2021 and 2022, and places the growth of the education system within the larger national development of Somalia. It is a set of decisions about what to do, why, and how to do it. It will further serve as a living reference framework for action for all primary implementers, partners and other stakeholders. As an indicative, living framework, it is designed in such a way as to allow for adjustments in light of new developments during implementation. As a working tool, it includes not only policy and expenditure frameworks but also the hierarchy of objectives, key actions and institutional arrangements for implementation, monitoring and evaluation. As such, it will be a relevant tool for both coordinating partners and mobilizing additional domestic and external resources.

1.1 Context analysis

1.1.1 Geography and climate

Somalia's climate and geographical position have wide-ranging impacts on key measures of human development. Somalia is located in the Horn of Africa, citing a total land area of 647,540km² with its coastline in the Gulf of Aden estimated to be 3,333 km; the longest in Africa and the Middle East. (World Bank, 2019). To the west of Somalia are Kenya, Ethiopia, and Djibouti.

Somalia's geographic position lends itself to extreme weather, including hot, semi-desert conditions characterized by less than 10 mm of rain in the northern regions, while also experiencing intense rainfall in the southern regions (REACH, 2018). This bimodal rainfall pattern supports nomadic and agro-pastoralism activities in the region. A survey by the World Bank (2019) estimated that 23% of the total population in the region are pastoralist while 9% are nomadic.

The adverse climatic conditions are linked to devastating impacts on both the economy and livelihoods in the region and have also been linked to adverse effects on the education system in the country. According to research by the World Bank (2019), flooding in 2019 destroyed over 81 schools in Somalia, restricting access to education for thousands of students.

1.1.2 Population and demographic context

In 2014, the United Nations Population Fund (UNFPA) estimated Somalia's population at 12.3 million. This population has significantly increased over time at a current annual growth rate of 3% and is currently estimated at 16 million. This population is dominated by youth, with the population under 35 representing close to half of the population. The ESA analysis (2021) further demonstrated that the ratio of individuals aged 15-64, or those considered the active population, is nearly equal to the dependent population, which includes children and the elderly, leading to almost 100% demographic dependency. A country with population demographics characterized by a majority of youth and children requires adequate resources to ensure sufficient education facilities. With inadequate resources in Somalia, the population demographics are currently putting pressure on existing education facilities.

The demographics of Somalia are unique in that the urban and nomadic populations represent the two largest groups. The livelihoods of nomadic pastoralists in the country makes it difficult for them to engage in educational efforts due to patterns of movement which often prevent them from attending traditional residential schools. Somalia also hosts a large population of internally displaced persons (IDPs), who, due to both climatic and political emergencies, are driven to leave their area of origin, and are often seen to move to urban areas due to the promise of improved security. This has led to an expansion in the proportion of the population concentrated in urban centers, with the urban growth rate outstripping the rural. This migration increases the population of school-age children living in urban areas which has not been parallel be an expansion in educational infrastructure in these areas.

The growth of the Somalian population is also driven by the preference for large family sizes, with the Somalia Demographic and Household Survey (SDHS) finding 91% of women interviewed preferred a family of more than six children. The cultural preference of large families contributes to high birth rates in both urban and rural areas, which is also complimented by high birth rates amongst nomadic populations. The high birth rate increases the school-going population, which puts pressure on the existing education provision in the country.

1.1.3 Macro-economic and fiscal context

Since the introduction of FGS, the country has been making progress in establishing a functional economic system. In collaboration with the Federal Member States (FMS), the FGS has embarked on the challenge of developing revenue streams that will provide the country with enough funds to facilitate the provision of government services at both the federal and state levels. A report provided by the Central Bank of Somalia shows an increase of the country's Gross Domestic Product (GDP) from below \$4 billion in 2014 to approximately \$6 billion in 2018, demonstrating the level of economic growth observed in recent years. However, Somalia is yet to achieve a self-sustaining economic system with the country continuing to be reliant on remittances and development partners support, which are inadequate to run federal functions and provide states with sufficient resources to improve social services such as education. The country's economic situation has been worsened by the economic impacts of the COVID-19 pandemic which saw a decrease in remittances flowing into the country as well as the disruption of livelihoods. With these economic dynamics, it is difficult for the government to meet the social and economic needs of the Somali people. Education is among the sectors adversely affected by the unsustainable and unpredictable economic growth of the country.

1.1.4 Politico-institutional context

Following the collapse of a central regime headed by Siad Barre in 1991, Somalia's administrative regions were divided, which contributed to the instability experienced in the country. A solution to this was proposed when Somalia adopted a federal system of government in 2004 which was envisioned to provide states with relatively high levels of autonomy, but it was not until 2012 that the FGS emerged with a provisional constitution. This led to the establishment of a two-tier government headed by FGS, which presides over the FMS, namely Jubbaland, South West, Hirshabelle, Galmudug, Somaliland, Puntland, and Banadir Regional Administration. Each state elects its leaders and the FMSs are left to operate independently in most instances. The Provisional Constitution underlines that the allocation of powers and resources shall be negotiated and agreed upon by the FGS and the FMS. It gives four exclusive functions to the FGS, namely foreign affairs, national defence, citizenship and immigration, and monetary policy. States support themselves through independent tax structures, as well as through foreign aid directly allocated to state level governments, and through financial transfers from the FGS.

The establishment of a federal system marked the beginning of a new phase of governance in Somalia, however, the provisional constitution did not spell out the mandates and responsibilities of FMSs in clear terms. As such, the functionalities of FMSs have been dynamic and continue to evolve. The role of FMSs in education remained undefined until 2019 when it was agreed through an MoU that states have the responsibility to manage the day-to-day operations of education facilities including school infrastructure and personnel. On the other hand, the FGS was tasked with the development and implementation of education policy and curriculum (World Bank, 2019). In addition, the FGS was tasked with the implementation of the General Education Act of 2017, which declared education as a fundamental human right.

1.1.5 Vulnerability analysis

Instability in Somalia is driven by the country's vulnerability to climate disasters and as well as ongoing political instability. The country is characterized by climate extremes, with the northern parts experiencing extreme semi-desert conditions, while the southern areas are often prone to flooding.

These extreme weather conditions result in climatic shocks that severely affect the progression of the education system in Somalia. Both floods and drought caused by climatic conditions in the region have, on several occasions, disrupted both the economy and livelihoods of inhabitants in the country. These disruptions lead to internal displacement and migrations that make it hard for students to access learning institutions. Floods in the southern regions have also physically destroyed schools thereby interrupting the education of thousands of children. Political instability is also a major threat to education in the country, with continued conflict resulting in the displacement of children and interruption of education. These instabilities have also rendered routes to schools or school environments themselves unsafe, limiting attendance.

1.2 Methodology for the ESSP preparation

This Education Sector Strategic Plan (2022-2026) succeeds the previous ESSP (2018-2020). In the plan design process, the MoECHE first set up a national technical team that was tasked with leading the consultative process and drafting the ESSP. In this way, the process was state-led, with the national team taking responsibility for the production of an evidence-based plan. The design of the ESSP was preceded by an Education Sector Analysis (ESA), completed in 2021, which provided an assessment of the current situation of Somalia's education sector. It highlighted the strengths and weaknesses in the sector, including inequities in access, participation, and learning outcomes, as well as in the capacity of the system to address these. The analysis helped to identify the policy responses to the challenges raised which were subsequently translated to activities and strategies seen in the ESSP. The ESA provided a foundational basis for the progress made in advancing education in Somalia. Following the completion of the ESA, the ESSP team employed qualitative and quantitative research approaches to validate ESA findings at the state-level and develop problem-oriented objectives. The research methodology utilized was two-tiered, consisting of a literature review, as well as primary data collection through consultations and discussions that were guided by ESA findings. The ESSP team's consultations were guided by key national documents, including the Education Act (2021), the National Development Plan (2020-2024), and MoUs and communiqués between the FGS and FMSs.

These consultations were carried out in face-to-face interviews, online questionnaires, and hardcopy questionnaires physically distributed to various stakeholders. Focus group discussions formed the majority of regional consultations, which were organized across the FMS and BRA. In Mogadishu, the workshop was organized at different venues and consisted of 252 participants. In order to facilitate effective discussions, participants were categorized into four groups. Group 1 consisted of ECE and EIE subsectors, Group 2 was made up of primary and secondary subsectors, the third group entailed Governance/management system, ABE, and TVET sub-sectors while the final group consisted of Higher Education (HE) and Governance representatives. State-level workshops were then modelled after this structure.

The workshop groups were tasked with discussing the challenges identified through the ESA and formulating associated strategies. In addition, the education partners, donors, and civil society organization were given the opportunity to take part in the ESSP consultations, through face-to-face and online sessions in order to ensure their support in the development of policy objectives, strategies, and priority programs. A total of 1,121 participants from the federal member states and MoECHE, (252 from Banadir, 182 from Galmudug, 126 from Hirshabelle, 147 from Jubbaland, 108 from South West, and 306 from MoECHE) attended and contributed valuable inputs in the consultative meetings. These consultative sessions were geared towards confirming the key challenges in the education sector as identified in the ESA and developing objectives, strategies, and activities to address them.

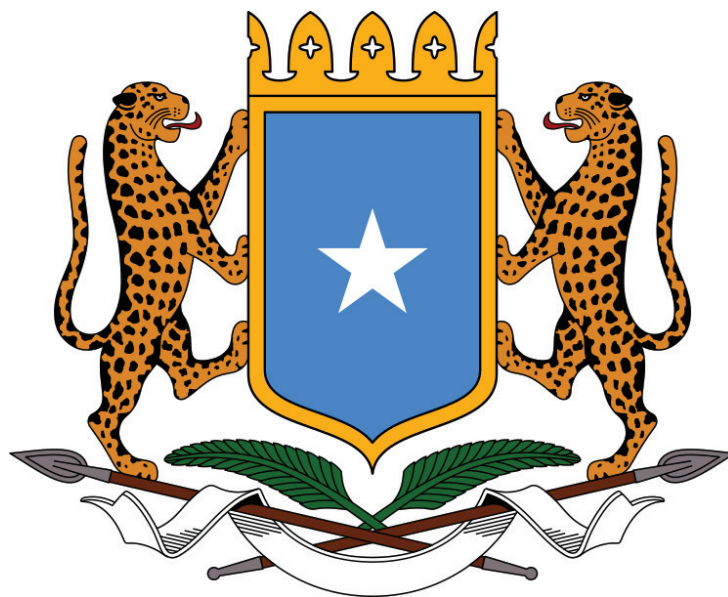
The ESSP team recorded all data obtained from both the desk-based research and consultation workshops. In the consultative workshops, final presentations by team leaders were adopted as the main sources of data used for analysis. The final presentations from all group leaders were compiled together to identify the prevalence of common challenges and decide the issues that were translated into priority objectives.

1.3 Presentation of the ESSP

Chapter 1 of the plan focuses on the implications of contextual factors such as geographical location, demographic pressure, micro-economic strengths, and political stability on Somalia's educational system. Chapter 2 discusses the context and situation of the education sector while Chapter 3 details the policy priorities of the education sector for the next five years. Chapter 4 then goes in-depth on the program structure of each sub-sector defining activities. Chapter 5 looks at the cost and financing analysis, including the projected resource envelope for the education sector, and the financial framework for the plan. Chapter 6 presents the M&E framework and implementation arrangements along with a list of key performance indicators, associated baselines and targets, and reporting mechanisms to monitor the progress of implementation of ESSP. Finally, Chapter 7 discusses the assumptions, risks, and mitigating measures for the success of the ESSP implementation.

Chapter Two

Context and situation of the education sector



2.1 Education policy framework

The Ministry of Education, Culture and Higher Education (MoECHE) is responsible for managing the education sector in the country. This responsibility is outlined in the Provisional Constitution of the Federal Government of Somalia (FGS) and their work is guided by several key policy documents including:

- **National Education Plan (2011):** This was one of the first strategic documents the MoECHE developed to revive the education sector after the collapse of public systems for nearly three decades;
- **National Curriculum Framework (2017):** This document outlined the national curriculum and including textbooks in a step towards reunification of the system;
- **Education Sector Strategic Plan (ESSP) (2018-2020):** This plan highlighted the education sector priorities for a period of five years, and was the second education sector plan for Somalia post-revival;
- **National Education Policy (2020):** The policy guarantees access to free and quality basic education to all Somali children. It also provides for the provision of equal opportunity to education, beyond basic education, to all citizens of Somalia;
- **Private School Policy (2020):** This policy outlines the regulations for establishment; and operation for private schools in the country;
- **Gender Policy for the Education Sector in Somalia (2020)** which provides services for gender inclusiveness;
- **Somalia National Development Plan (2020-2024):** This plan draws the nation's path towards economic growth and poverty reduction within a five year period;
- **General Education Act (2021):** This Act defines the objectives and functions of the education sector and details the responsibilities of different departments and agencies;

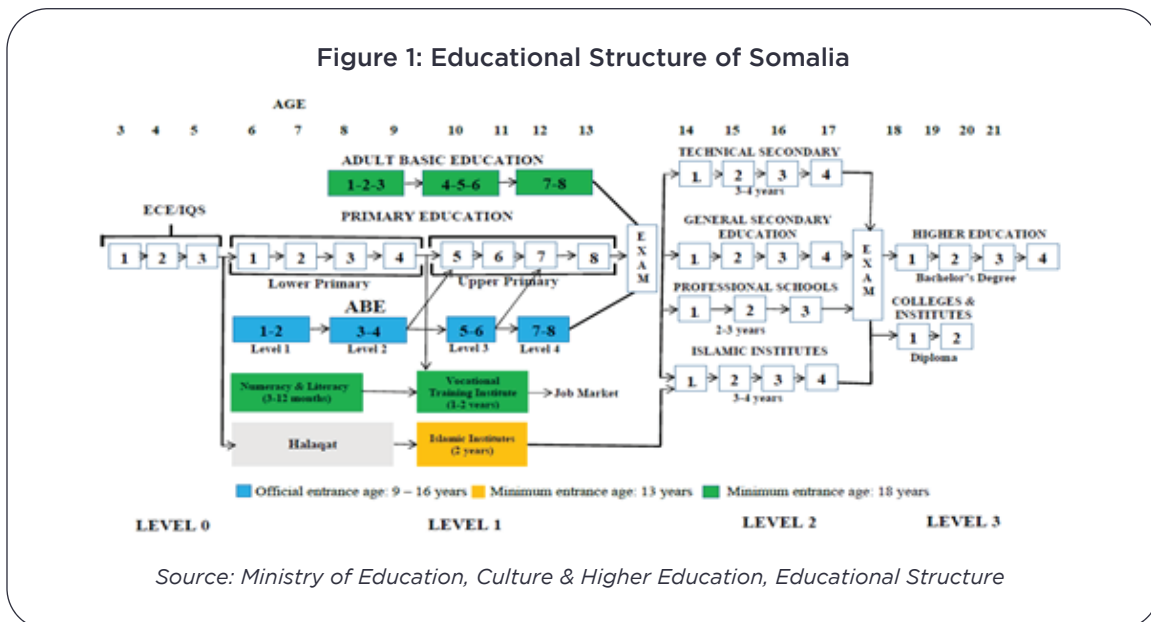
- **National Accelerated Basic Education Policy and Curriculum Framework (2021):** This policy defines the scope of alternative basic education in the country, and outlines the curriculum structure to be used for learners in this pathway;
- **Teacher Policy (2021):** This policy provides guidelines on teacher management systems including registration, licensing, remuneration, recruitment, deployment and the Code of Conduct.
- **Quality Assurance Framework (2021)** which provides clear guidelines for quality education in the twenty-first century.
- **Special Educational Needs Disability and Inclusive Education (SEND & IE) (2018):** This policy seeks to support children with disabilities to access educational services;

The above-mentioned legislation, policies and plans have contributed to the establishment of an enabling environment for the management and delivery of education services in Somalia. In addition, MoECHE has taken steps to increase the size of the Ministry through the recruitment of qualified staff, and has worked to more clearly define job descriptions. The MoECHE has supported the Education Management Information System (EMIS) and its collection of data from schools across states in order to improve the quality and integration of education data in the country. However, the ESA identified the weak capacities of EMIS personnel remain a challenge for the department in collecting data from all schools in the state. The system is further constrained by "weak data-collection procedures at school level, as well as weak quality assurance and supervision at district and state levels" prohibiting the collection of high-quality data.

2.2 Structure of the education system

Until 2020, the education system in Somalia was structured in a 6+3+3 format (with 6 years of Lower Primary, 3 years of Upper Primary, and 3 years of Secondary) with this system in place in parallel to a 4+4+4 system in some parts of the country (4 years of Lower Primary, 4 years of Upper Primary, and 4 years of Secondary). The structure of the education system in Somalia was recently changed with the General Education Act of 2021 in an effort to unify the system into one 4+4+4 structure. This was a significant milestone for the country as it is the first time since 1991 the structure has been unified nationally. Furthermore, the General Education Act of 2021 divided the system into four levels:

- **Level 0:** Quranic and Kindergarten schools;
- **Level 1:** Primary education including lower and upper Primary (grades 1 to 8), alternative basic education and adult education.
- **Level 2:** Secondary education including general and technical schools (Form 1 to Form 4 corresponding to Grade 9 to 12); and
- **Level 3:** Higher Education or Tertiary Education.



2.3 Key achievements and challenges

Since the introduction of the Provisional Constitution in 2012, the Federal Government has been focused on constructing its sub-national administrative structures (four FMS and one administrative region) and institution building. In this way, much attention has been placed on state construction efforts, limiting the government's abilities to allocate significant resources to the development of the education sector in particular. As such, while achievements may be limited, they are good beginnings and form the foundation for the massive expansion intended under this plan. Some of these achievements include the development and adoption of key education policies and laws, the reestablishment of national examination systems, the harmonization of the primary and secondary curriculum and the formalization of tertiary education. However, the system continues to face challenges in the way of access, equity and faces limitations on the process of decentralization.

2.3.1 Achievements

In its efforts of state rebuilding, the MoECHE has developed and adopted various education policies and laws in recent years which work to strengthen the functioning of the system. Arguably most notable is the Education Act, which was passed in April 2021 following four years of consultations. The Act is now the governing document that guides the operation of a unified education system across the country. It consists of principles and policy decisions, as well as a collection of laws and rules that govern the operation of the system. The policy encompasses overall and specific objectives and implementation strategies which include formal and non-formal education, from pre-primary to higher education. The policy clarifies the purpose of education, the objectives that it is designed to attain, the methods for attaining them and the tools for measuring their success. It specifies the responsibilities of the MoECHE and the MoEs at FMS level, and the expected relationships between them in all areas of education.

The relationship between the federal and state-levels have continued to become more defined in recent years. While the Provisional Constitution gave some responsibilities to both the FGS and FMSs on education, their roles were further explained in the 2019 communique that was signed between FGS and the FMS. The communique outlined states' responsibilities to establish and manage schools and manage school personnel. The federal government retained responsibility for the development and implementation of educational policies, including the curriculum and national exams. The FGS demonstrated its support for the process of decentralization by increasing funding significantly to state-level ministries. Overall, the MoECHE is mandated to develop regulatory frameworks and policies as well as to coordinate actions between the state and federal levels, while the MoEs in the FMS are mandated to provide and oversee the provision of education within their jurisdictions.

Alongside these organizational developments, policies and documents have recently been developed which positively affect the delivery of education services at the school level. Perhaps, the most significant progress has been the harmonization of the primary and secondary education curriculums in the country followed by the distribution of learning materials to the five federal member states including BRA.

The organization of a central examination system for secondary education is yet another critical improvement that is worth reporting, as well as the reintroduction of end-of-primary examinations that are managed at the state level. Both of these developments support the unification of a previously fragmented education system by ensuring that all students are learning the same content, and also allowing us to measure student learning outcomes on a national level.

Education stakeholders in the country have welcomed the unification of examination systems and the implementation of exit examinations for primary and secondary schools, with results demonstrating strong learning achievements. 90% of grade eight students passed the national examinations in 2020, and across states, averages were highest in Somali language and Social Studies, both achieving an average above 67%. Gender parity was further seen to be achieved in results, with female and male students demonstrating parallel pass rates. Furthermore, significant progress has been observed in the coverage of secondary examinations, with 11 times more students sitting the exam in 2020 than in 2015. This increase in coverage has been accompanied with a decrease in the pass rate, although this remained relatively high at 75% in 2020. While females are seen to be underrepresented in the population sitting the exam, high levels of gender parity in pass rates are observed with female students having an average of 74% against 75% for male students.

While overall enrolment in tertiary institutions, including TVET and Higher Education, remain low, improvements have been made regarding the institutional framework in which they function. For TVET, an MoU was recently signed between the MoECHE and the Ministry of Labour and Social Affairs which clearly outlines each ministries respective responsibilities for the first time. This will allow the expansion of the sub-sector and the more efficient development of the labour force moving forward in the plan period. For higher education, the National Commission of Higher Education was established in 2019 in order to address issues of quality across higher education institutions which remain mostly private. The commission has already begun the mapping of higher education institutions which will allow for the creation of more robust quality assurance mechanisms across the sub-sector.

2.3.2 Challenges

Despite the progress made as indicated above, there remain many challenges to education provision in the country, with key issues highlighted below.

2.3.2.1 Decentralization of the education system in Somalia

A large portion of the public expenditure on education remains in control of the federal government. In 2020, 73% of the education spending was executed at the federal level. This indicates that while the FMSs are being operationalized, the federal government continues to manage the majority of the education activities, which is driven by concerns regarding capacity of state-level ministries. According to the ESA 2021 Report, “this raises concerns regarding the effectiveness of the present form of decentralization”.

2.3.2.2 Access and equity

Access to education remains the most significant concern for Somalia with more than 85% of school-age children out of school in 2020. For children to be out of school means that they are being denied their right to education, and, in Somalia, this may lead to increased likelihood of participating in child labour, forced early marriage, or recruitment by armed and criminal groups, amongst others.

The ECE sub-sector in the country is almost non-existent with the private sector currently being the only provider of services. This limited nature, and the lack of coverage of ECE in the EMIS made it impossible to enumerate the enrolment of students in this level in the ESA. At the primary level, the 2020/21 Annual Statistical Yearbook found a GER of 24% for primary in, with this ranging from a low of 10% in the Mudug region to a high of 44% in Banaadir. Low levels of enrolment were also seen at the secondary level, with a national GER of 22%, with lowest levels at 5% in both Middle Shabelle and Gedo regions. These are both significantly lower than the East African average of a GER of 109% for primary and 41% for secondary. Low GERs in both primary and secondary can be attributed to both supply and demand side factors. From the supply side, it is a clear indication of the low capacity of the education system which is currently unable to accommodate all eligible children, especially in public and publicly supported institutions. Limited awareness in communities about the importance of education and the high opportunity cost of sending children to school are major factors from the demand side.

Access to education is particularly low among children in rural and nomadic communities, IDPs, girls and children with disabilities (CwD). The poorest children are up to 50 percentage points less likely to attend formal school, compared to children from the richest families and urban dwellers are 11 percentage points more likely to attend Grade 1 than their rural counterparts. Furthermore, poorer populations are more than twice as likely to have never had access to school, with females also over represented in this population. In addition, boys are seen to have clear advantages over girls, with real access to education peaking at age 11 for boys, compared to 12 for girls, suggesting that boys are offered more opportunities to go to school than girls.

2.3.2.3 Quality of education

Alongside access related issues, challenges related to the quality of education being delivered are also exhibited in teacher qualification levels, pupil supervision and support, and the distribution of materials to support teaching and learning. The issues with teachers and teaching quality are two fold; firstly, founded on an undersupply of teachers overall, and second, low levels of qualification amongst teachers. At the primary level, 36% of teachers in public authority schools are seen to have the appropriate qualification, with this complemented by 35% in both community and private schools. Qualification rates are even lower at the secondary level, due to the higher level of qualifications needed, with 15% of teachers in schools under public authority considered qualified, with this higher at 24% in community and 30% in private schools. These low levels of qualification are partially due to the lack of systematized teacher training programs and institutions present in the country, as well as the recentness of the development of the teachers policy, which outlined the minimum qualification levels for the first time in 2020.

Teacher proficiency testing carried out in 2019/2020 further reflects the issue of low-teacher knowledge and associated teaching quality with an average of only 53% of primary teachers and 63% of secondary teachers passing the test. The area of the test in which teachers scored the lowest was pedagogy, suggesting teachers have better subject-level knowledge than practical teaching skills, which thereby limits their ability to deliver content to students in an effective manner. Furthermore, very little difference was seen between trained and untrained teachers' scores on these tests, indicating that currently available teacher training programs are not adequately preparing teachers for work in the classroom.

Alongside low levels of qualification, the number of teachers currently in the system is not seen to be adequate to support the student population. At the primary school level pupil teacher ratios (PTR) range from a low of 32:1 to 60:1 with similar ranges also seen at the secondary level according to ESA findings. Due to the low qualification levels as noted above, qualified pupil teacher ratios are seen to be significantly higher, with 1 qualified teacher present per 133 students in primary schools under public authority. Teachers are also seen to be unevenly distributed according to pupil populations, with teacher deployment in nearly two-third of primary schools under government authority not following enrolment as it should.

School resources are yet another quality-related issue in Somalia's education system with textbook distribution only beginning in earnest in 2020. While this is an important first step, not all schools were covered in this initial round, meaning that many schools still have zero textbooks, leading to pupil-textbook ratios as high as 43:1 in primary public schools. Textbook provision at the secondary level is almost non-existent, with ratios as high as 73:1 in public schools.

2.3.2.4 Internal efficiency

According to ESA findings, grade repetition was seen to be rare in Somalia with an average of 1.6% of students currently repeating a grade in 2019, ranging from 2.1% in lower primary to 1.2% in both upper primary and secondary. However, the repetition rate was not constant across grade levels with students in Grade 1 almost 6 times more likely to repeat this grade than students in Form 4. Dropout rates are seen to be greatly affected by socio demographic factors, with urban children 20 times more likely to drop out than nomadic students. Students who have dropped out are more prevalent amongst older populations, at 25% of all children aged 14-17 in 2018, compared to 11% for children aged 6-9. Repetition and dropout rates are not only injurious for the children's schooling, but also for the system at large since having students drop out or repeat results in a waste of invested resources.

The school life expectancy (SLE), which is the average number of years a student is expected to spend in the education system should the enrolment patterns of today be applied to their individual experience, is one of the indicators that provide the status of internal efficacy of an education system. A relatively high SLE indicates a greater probability for children to spend more years in school and higher overall retention within the education system.

For 2020, the average school life expectancy was found to be 1.72 years, against the ideal of twelve years of primary and secondary schooling, making it one of the lowest SLEs globally. This is in line with the low levels of access and completion as have been noted above. Furthermore, this indicator further demonstrates the disadvantage experienced by female populations, with male students expected to spend 1.95 years in school, 30% more than females. It must be noted that this was calculated using the 2019/2020 EMIS figures in the ESA, and it can be assumed to be slightly higher in 2020/2021 due to the improved GERS observed.

2.3.2.5 Technical and vocational education and training

The TVET sub-sector continues to be dominated by the private sector and NGOs, with short-term project-based training programs that are about 6 months to one year long found to be the major offering in existing centers according to the ESA. Government investment in this sector has been absent with only Jubbaland currently having a publicly managed technical professional college.

In 2020, over 8,700 trainees were distributed across 58 TVET centers in the southern part of the country. Out of this number of trainees, 6 in 10 were enrolled in centers located in Banadir and Jubbaland alone. This indicates that access to TVET centers "are not evenly open even among urban areas, with rural areas already locked out of access" as observed in the ESA 2021 Report. Furthermore, more than half of the trainees enrolled in TVET programs are female, with the participation in some clusters showing obvious gender dominance. Although this overall balance is noteworthy, males are seen to have higher participation in traditionally male-dominated trades with males account for 91% of the enrolment in carpentry and construction, and 88% in electricity and mechanical trades. In some areas, enrolments are almost exclusively female including arts and design, hair and beauty and home management. This demonstrates that while access may be parallel amongst genders, there continue to be strong gender norms which guide trainees program choice. It also clearly indicates that lower access and less income generating activities in the labour market.

In terms of the relevance of TVET, there is a major mismatch between the training and skills demanded by the labour market and those offered in TVET institutions. This issue can be related to the lack of a harmonized curricula for TVET as well as a national skills qualification framework which undermines the chances the country has in making TVET a real driver of economic growth. Furthermore, the quality of instruction offered in TVET is adversely affected by the nearly 41% of unqualified instructors in the system, with nearly 3 in 10 instructors having no post-secondary qualification. This may be driven by absence of a policy or regulations which outlines the minimum qualifications necessary for TVET instructors. Moreover, there is a large variation in the share of instructors without post-secondary education between regions, ranging from a low of 8.3% in Mudug, to a high of 40% in Bay and Lower Shabelle regions. This is reflective of the institution-based management of the TVET centers, wherein it is at the decision of the institution who to hire and what minimum qualifications they need. In general, there is lack of standards in the qualification levels for TVET instructors. In addition to the low qualification of instructors, a lack of adequate equipment and teaching and learning materials contributes to the low quality of education provided in TVET centers. Furthermore, many donor initiatives in skills training included on the labour market analysis initiative, reports are often limited and lack quality due to capacity to conduct a thoroughly national assessment that is government led

2.3.2.6 Higher education

University education is currently offered in 118 institutions in Somalia, according to the integrated EMIS. However, only 41 were officially recognised by the National Commission of Higher Education (NCHE) in 2021. Of those recognized, 29 (71%) are located in Banaadir, with no recognized institutions present in Hirshabelle state. Furthermore, almost all of these universities are private, with only the Somali National University (SNU) being public. During the 2020/21 academic year there were more than 94,000 students enrolled in higher education, with only 2.1% or just over 2,000 students enrolled at SNU. In terms of subject fields, there is a fairly even split with 47% of students enrolled in humanity-based faculties and 53% enrolled in science-based programmes. Major challenges in higher education were seen in teaching staff and their distribution to existing facilities; and the physical infrastructure of the institutions themselves.

Considering the ownership of the universities in the country, improvement of the facilities will not only require concerted efforts from the SNU, but also regulatory intervention for the private institutions to ensure that they have reasonable structures and facilities consistent with the mandate given to institutions at this level.

2.3.2.7 Educational system management and financing

As part of the ESA process, primary data was collected from officials within the MoEs and MoECHE at both the federal and state-levels regarding their experiences and understanding of the functioning of the education administration. A total of 1,121 staff participated in the data-gathering exercise. This was complemented by secondary data from policy documents, laws and regulations which were used to support the findings. When asked about the greatest challenges affecting their performance, poor staff motivation was reported more frequently (60%), followed by frequent leadership changes (53%), and a lack of skills of employees (51%). In addition, poor working conditions (57%), lack of clear-cut responsibility (51%), and nepotism and favouritism (50%), were identified as challenges to staff performance.

Another hindrance to the education system management includes not having an effective EMIS. Challenges identified include weak capacities of EMIS staff to manage system functions, weak data gathering procedures at the school level as well as weak quality assurance and supervision at district and state levels. Broadly, the expenditure of education in Somalia comes under two categories: public and private. Under the first category is domestic funding and on-budget support from development partners, whereas household expenditure and direct spending by partners are categorized under private expenditure. Public expenditure on education in Somalia remains low with only 5% of the overall budget allocated to education in 2020. This figure is not only well below the UNESCO recommended allocation of 20% of national expenditure on education, but the actual expenditure is even lower than the 5% due to weak budget utilization that was also observed. However, the total spending on education is seen to have increased nearly tenfold since 2016. In 2020, the majority of the budget allocation to education was funded by the government at 80%, with the rest coming in the form of on-budget support from development partners.

Expenditure is seen to be focused on recurrent spending, meaning limited expenditure is dedicated to investment which is necessary for expanding public education in the country and continuing the process of rebuilding. As a result, development partners in Somalia fill investment gaps, with their spending of 19 million in 2020 overstripping that of the government, with the majority of this funding focused on the construction and rehabilitation of classrooms. Furthermore, families are seen to be the biggest investors in education, spending a total of \$24 million on education in 2017, nearly seven times the amount spent by the government in the same year. In this way, the MoECHE is limited and constrained by inadequate resources, specially limited funding, which endangers its ability to achieve national goals. The situation is worsened by a reliance on donor funding which is short-term and unpredictable in nature, not compatible with the long-term planning, management and sustainability of education services.

2.3.3 Lessons from implementation of the 2018-20 ESSP

The Education Sector Strategic Plan (ESSP 2018-2020) was developed to focus on the following thematic areas: fragility and education in emergency; early childhood care and education; primary education; secondary education; alternative basic education (accelerated basic education in this plan); technical and vocational education and training; equity and parity in educational system for girls; and a host of cross-cutting objectives including enhancing the organizational capacity of the MoECHE to manage the education sector, developing learning materials based on approved curricula, strengthening in-service teacher training, establishing systemwide monitoring and supervision system, establishing a systemwide use of EMIS data, supporting the decentralization of education service delivery etc.

Implementation of the 2018-20 ESSP has shown lessons that have been important in the development of this plan, and some will be important in the implementation phase. One such lesson is the herculean task ahead in shifting the balance of service delivery from non-state entities. Presently, education service delivery in the country is so much in the hands of non-state actors, with limited Government interface, even for regulatory purposes. While the JESR points out that this was an impediment in the gathering of information during the 2019 review – “education provision in Somalia is highly decentralised, with non-state actors (of varying sizes and geographies) delivering education largely independently of government oversight.

This poses challenges to effective consolidation of data, and to their inclusion in the research.” – this situation should be read well beyond the JESR and into the organization and delivery of education services. Developing a system that offers *Quality modern education system for all Somali citizens that offers equal opportunities and promotes respect for human rights* will benefit from the presence of the state in schools, not only to regulate how learning is organized, but also support the learning processes. There will be need to put a lot of focus on quality assurance and decentralization if the government is to get a grip of education in the country.

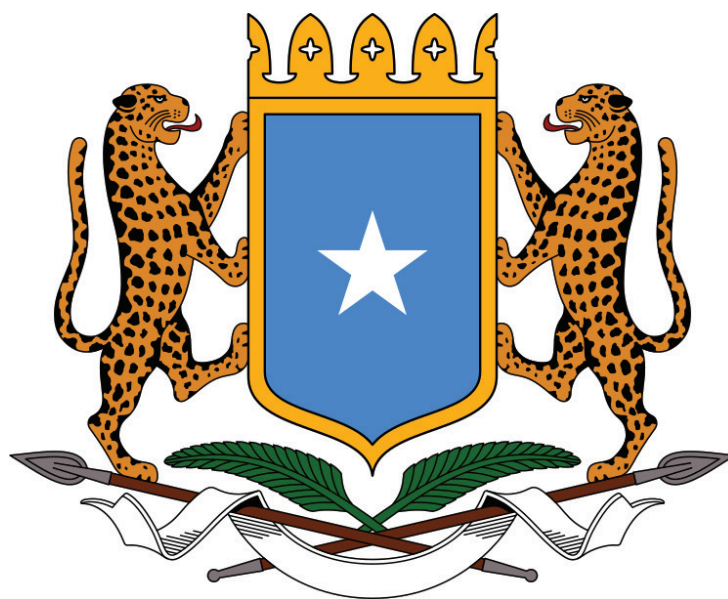
Another key lesson from the 2018-20 plan has been the overzealous ambition that characterized the plan. This is seen in the partial completion of the planned activities. Partial completion of activities across sectors certainly draws attention to the challenging context for realization of critical results in the country, and calls for caution in the proposal of interventions as well as setting the targets. The 2019 JESR reports that most sub-sectors had not fully implemented their targets. For instance, “Secondary education has seen more limited progress towards the attainment of ESSP targets. 34% of activities were funded in 2018, and this number was set to increase to 60% in 2019 and 74% in 2020, if planned budgets are utilized. 23% of activities have been reported as ‘Partially Completed’ but none that were fully completed... The FGS was also partially successful in rehabilitating and constructing schools, including secondary schools, to increase the education system’s capacity.” In higher education “the sector saw 33% of the ESSP activities completed or partially completed. 43% of activities from the ESSP have yet to be planned, however. Funding was available for 36% of activities in 2018 and will increase to 73% and later 63% in 2019 and 2020 respectively. In addition, for cross-cutting activities “Overall, cross-cutting issues saw 38% of the ESSP activities completed or partially completed. 56% of activities from the ESSP have yet to be planned.” All these are pointers to the need for caution in the setting of targets in this plan, knowing that the context has not changed much.

Education data remains an important challenge for the sector but the milestones from some pockets have renewed optimism that the sector can overcome the longstanding data challenge in the country. The JESR accounts that “education records and data can be widely disbursed across myriad implementing partners and regional stakeholders making consolidation a substantial challenge.”

Moreover, “Review of the TVET sector was affected by the lack of data currently monitored and reported within EMIS,” and in the case of higher education, “data is currently not collected through EMIS”. The ESA, 2021 equally encountered substantial data challenges, which limited analysis of some important thematic areas. On the background of all this, the 2018-20 ESSP period saw the country begin the development of an online EMIS, and transition from the Pineapple system that had been in use for some years. The successful roll-out of this new system, largely managed in-house is quite commendable, and shows that there is strong will from players to address the data deficiency. The 2020 census was swiftly followed with the 2021 census, which has shown improved coverage of schools. The main lesson from these successes is that other sub sectors can be integrated in the system so that monitoring of their programs can equally be sustainable. It is against this background that the strengthening of EMIS strategy is founded, so that the system roll-out can be expanded to include all institutions in the sector, not just by way of listing, but by expanding the indicators collected from the affected sectors.

Chapter Three

Guiding principles, policy priority areas, objectives, and strategies



This chapter presents the overarching desire of the sector, to transition from the challenges and constraints identified in Chapter 2 to a future where all Somali children and youth have access to education that can equalize their lives to their peers around the globe. The Chapter sets out the vision and guiding principles of the ESSP as well as identifying the policy areas prioritized for addressing in the 2022-2026 strategic period.

3.1 Vision of the education sector

The vision of the sector is to become a Quality modern education system for all Somali citizens that offers equal opportunities and promotes respect for human rights and observes Islamic principles.

3.2 Guiding principles for the ESSP

This plan aims to tackle the issues and challenges identified in the 2021 education sector analysis, guiding and mobilizing the Federal MoECHE, Ministries of Education at Federal Member States as well as their structures and entities; and stakeholders involved in the education sector. The plan is aligned to the General Education Act, 2021 and the National Development Plan (2020-2024), and ultimately aims to achieve the Sustainable Development Goals (SDGs 4, 5, 14) in the context of Somalia. In this context, the development of the plan adheres to the following guiding principles, which will also guide implementation of the programs defined in Chapter 4.

- **Equity and inclusiveness:** Equal access to resources and opportunities in the provision of education and management of the education system;
- **Quality services:** High standard service and acquisition of competencies and excellence in education at all levels
- **Decentralized management:** Empowering various entities at different levels of the education system to make evidence-based decisions and efficiently use resources

- **Good governance, accountability and transparency:** Making the various entities at the different echelons of the education system responsive and transparent and holding accountable the responsible bodies for their actions
- **Collaboration and partnership:** Involving and working together with different actors in the education system, communities, other sector ministries, governmental organizations, non-governmental organizations (NGOs) the private sector and development partners to promote education in Somalia.

3.3 Goal of the education sector

The overall goal is to ensure that all girls and boys have access to quality early childhood, basic and primary, secondary, technical and vocational, higher education; and complete with relevant and effective learning outcomes.

3.4 Policy priorities, objectives, and strategies

The National Development Plan (2020-2024) together with the 2021 ESA highlight the challenges that confront the education sector, including low literacy levels, significantly lower among women; low enrolments at all levels of education; low survival rates in primary school, girls' education indicators lower than boys; high youth unemployment with few labour market relevant skills, insufficient access to education opportunities for people from rural areas as well as those in IDP locations; weak levels of teacher qualifications; limited regulation on non-state providers of education; an evolving education information management systems; weak education infrastructure; and weak state capacity for service delivery.

The NDP underscores that education is a priority focus for Somalia. It further identifies the top priorities for the early years of the plan period as strengthening education financing, legal and policy framework, education management information system, focusing on education initiatives for the most vulnerable, recruiting and training qualified teachers, targeting a large cohort of youth with a particular focus on TVET and capacity building. Other areas of attention for the medium term include infrastructure and expansion of coverage, professional standards, accreditation, and strengthening government capacity. In addition to the findings and recommendations of the ESA (2021), the outputs of the problem and objective tree analysis undertaken in the consultation sessions with stakeholders, at MoECHE and Federal Member States level during the process of developing this ESSP provided ample evidence-based priority areas that have to be given due emphasis in the ESSP plan period. The ESSP thus defines six policy priorities, with a set of objectives to be reached by the end of the plan period (2026) and corresponding strategies to achieve them. These strategies are further operationalized through appropriate programs.

Figure 2: Policy Priorities of the Education Sector



3.4.1 Policy Priority 1: Access, equity, and completion in basic and secondary education

Education is recognized as a critical development priority by the government and sets out the urgent need for equitable and inclusive access to education for all, education for sustainable development and global citizenship, and youth and adult literacies, skills and competencies. The General Education Law (2021) and the National Development Plan (2020-2024) reflect that education is the most effective investment in the fight against alleviating poverty, helping to improve socio-economic development. Education prevents the transmission of poverty between generations by providing greater opportunities to earn, as well as helping to move other socioeconomic indicators in a positive direction. Education is also associated with more peaceful communities, greater civic engagement and stronger democracies. Therefore, intensifying efforts towards increasing and expanding access to education for citizens is an important way of building resilience in populations and creating a qualified and employable workforce that can match the needs of the labour market for particular skills and competencies.

The ESA 2021 Report notes that the number of children with access to education have shown progress, but the proportion of children who are out of school is still high. At times, many start school but do not complete the basic cycle, thus signifying the fact that extraordinary efforts have to be exerted to achieve SDG 4. The existence of a strong relationship between enrolment rates at different levels of education is undisputed. If primary enrolment and completion are a prerequisite for secondary enrolment, and secondary completion is a prerequisite for tertiary enrolment, enrolment rates at the higher level cannot exceed those at the lower level. The levels of enrolment at the primary and secondary levels represent a necessary condition for the development of functioning higher education.

This section discusses the policy priority on access, equity, and completion in ECE, primary, and secondary. It includes the priority objectives and strategies, as appropriate, related to issues of access, equity and completion as well as a brief diagnostic analysis describing the rationale behind prioritizing these policy objectives to be accomplished in the plan period. This policy priority covers access and equity in ECE, primary education and secondary education, inclusive education, accelerated basic education, education in emergency and adult education, which are all presented separately.

It is important to note that access, equity and completion in TVET and higher education are presented under a different policy priority section.

3.4.1.1 Objective 1.1: Increasing access to and completion of ECE

There are no systematic databases on Early Childhood Education currently available in the country. As a result, no national data source can provide the location and number of ECE schools, nor total enrolment. As of 2021, there were no public kindergartens managed by the Federal Government of Somalia or FMSs. Only private centers managed by non-state actors, religious communities, and other private providers, including foundations. Traditional Quranic schools (TQS) and Integrated Qur'anic schools (IQS) are the predominant providers of pre-primary education in different modalities. The TQSS provide a low-cost Islamic education for pre-primary school-aged children in many villages. These schools fall under the authority of the Ministry of Religious Affairs, with the MOECHE currently having little oversight functions over them. Children in TQS do not receive early childhood education as such and these schools are not part of the formal education system. On the other hand, the IQSs have a broader curriculum and extend into the primary school grade system. These schools offer pre-primary educational programmes, run by associations, with a starting age of five years old, and a duration of three years. Learners who complete IQS can transit to lower primary. The content delivered in IQS is oriented towards religious knowledge and preparation of learners for primary school. Management in the subsector is hindered by a lack of collaborative partnerships between the Ministry of Justice, Ministry of Religious Affairs, which oversee Quranic schools, and the Ministry of Education, which is mandated to oversee ECE schools. Establishing coordination mechanisms will improve the governance and the quality of ECE service delivery and is therefore a priority for the plan period.

According to the 2021 ESA, there are several gaps with the delivery and maintenance of ECE services related to availability, accessibility, and affordability, which causes a significant number of children of the relevant ECE age to be out of the education system. Moreover, many parents with ECE aged children prefer to take them to learn Islamic studies and then later join formal schooling at an older age. During the stakeholder consultations this was identified as a reason for the low demand for public ECE.

This priority objective will work progressively to build demand and supply of ECE services and overcome the key challenges and barriers related to the limited availability, accessibility and affordability of ECE service delivery. This objective will be realized through the following strategies.

- **Strategy 1.1.1:** Increase and expand ECE schools/centers
- **Strategy 1.1.2:** Mobilize and sensitize communities to promote ECE
- **Strategy 1.1.3:** Strengthen policy framework and partnership in ECE

This priority objective will work progressively to build demand and supply of ECE services and overcome the key challenges and barriers related to the limited availability, accessibility and affordability of ECE service delivery. This objective will be realized through the following strategies.

3.4.1.2 Objective 1.2: Expanding access to and equity of free primary education

Overall Somalia has low enrolment in primary, reflective of both low levels of access and high levels of drop out. As such, children who never enrol, or who enrol and later dropout before obtaining any type of certification or diploma, are both a priority for the education sector. One of the reasons for this high number of out-of-school children is late school entry, with many children entering formal education up to age 13 instead of the official age of 6. Children from wealthier households are far more likely to have attended school, with the difference between the poorest group and the rest being quite pronounced. The ESA identified that the disparity among geographical locations (FMSs and urban/rural), as well as between boys and girls is stark. The national average proportion of out-of-school children aged 6 to 14 years old was 85.7% in 2019. There are wide regional variations, with Banadir below the national average of 59%, while states such as Southwest or Hirshabelle had levels closer to 95%. Females are 1.35 times likely to never enrol compared to their male counterparts. The consultation for the development of the ESSP identified two major reasons for the low enrolment in primary schools. These were, the shortage of public primary schools, and the inability of parents to pay school fees as non-public provisions of education were close to 90% in 2019, and communities' low demand for education. Since the nation is under reconstruction, it is fundamental that the issue of access to primary school is at the core of building human capital.

According to the 2021 ESA, primary education in Somalia is provided by a multitude of actors: government run-schools (public), government-supported schools (publicly supported), private providers, community-run organizations, NGOs, and umbrella organizations. These actors have varying shares of the student body, and are distributed unevenly across the FMS and the regions. In 2019, some FMS, like Banadir and Galmudug had very low proportions of public schools, with 4% and 2%, respectively. In contrast, others, such as Jubbaland and Hirshabelle, had higher proportions of 10% and 9%, respectively. Overall, the proportion of public schools fell from 11% in 2015 to 6% in 2019, with the proportion of private institutions going from 61% to 77% in the same period. This has an implication in the affordability of joining non-public schools in Somalia. It is against this background that the government strongly believes that increasing free public education will increase the enrolment of children in primary education by providing them with free public education. The following strategies will be implemented to bring about progress and changes in participation and completion of primary education.

- **Strategy 2.1.1:** Expand the capacity of primary schools with special attention to underserved areas in line with School Infrastructure Planning Policy and Construction Guidelines
- **Strategy 2.1.2:** Expand education service delivery in partnership with the community
- **Strategy 2.1.3:** Implement equity based schemes targeting children from disadvantaged groups

3.4.1.3 Objective 1.3: Promote inclusive education

Some of the effects of having limited provision on inclusive education includes not being able to reach particular under-served populations. In Somalia, inclusive education is limited because of many challenges that face children with disabilities. Often the disability is stigmatized and cultural prejudices prevent Children with Disabilities (CwDs) from accessing schools. These negative attitudes are pervasive across the whole community, even amongst parents of students with disabilities. Many do not believe that CWD would ever be able to contribute to the household after completing the education cycle because of social norms that would prevent them from being successful, regardless of their educational accomplishments (SISEND, 2020). Taking this into account, it seems that parents have limited motivation to enrol CWD in education, even where opportunities and accessible institutions do exist. Above all, girls with disabilities are more likely not to go to school due to the stigma of CWD or due to safety concerns. It is important to note that even if schools are physically adapted to the needs of students with disabilities, there is a need to ensure that teachers are adequately prepared to accommodate the special needs of these students. As a result, the enrolment of CWD in primary education is very low and is of serious concern for Somalia. In this connection, the following strategies shall be implemented to ensure that children with disabilities can access, progress through, and complete primary education.

- **Strategy 2.3.1:** Increase communities' awareness and participation in SNE
- **Strategy 2.3.2:** Improve school facilities and provide appropriate teaching and learning materials to meet the needs of children with disabilities
- **Strategy 2.3.3:** Build capacity of teachers and head teachers on inclusive education

3.4.1.4 Objective 1.4: Enhance access to accelerated basic education for OOSC

Education not only provides vital basic skills and competencies but offers stability, security, and the promise of long-term peace. The reality in Somalia is that many children and young people, 9-16 years of age, have missed out on education or had their education interrupted by natural or manmade disasters, which resulted in lost generations that could not take part in the development of the country.

Accelerated Basic Education (ABE) is a way to compensate for this and offers children the opportunity to obtain basic education and to catch up with their peers. The Ministry developed the ABE Policy and Curriculum Framework in 2021, officially establishing a national standard for ABE and ensuring that the ABE sub-sector is part of the formal education system. Following the approval of the Policy and Curriculum Framework, the Federal Ministry also developed the appropriate teaching and learning materials (textbooks & teacher guides) for ABE Level 1 to Level 4 (equivalent to grade 1 to 8). ABE is a modification of the formal primary cycle and condenses the formal primary cycle into four years (instead of 8 years) with each ABE level covering equivalent learning competencies of two formal grade levels. ABE is for children aged 9 years to 18 years. Despite these institutional improvements, access remains limited due to a lack of access to quality ABE, limited community awareness of ABE programs and low engagement. The following strategies are identified so that overaged-out-of-school children can access, progress through, and complete an accelerated education program.

- **Strategy 4.1.1** Establish and expand ABE provision
- **Strategy 4.1.2:** Increase community awareness of ABE

3.4.1.5 Objective 1.5: Sustain educational services during emergencies

According to the Somali demography survey in 2017 and 2021 ESA, Somalia is experiencing natural and man-made disasters every year, interrupting social life, including education. Clan clashes, floods, droughts, and disease outbreaks have a significant impact on the continuation of education and are responsible for students' dropout during emergencies. The limited knowledge and skills of emergency unit staff, teachers, and community education committees at the school level are some of the reasons for the loss of life and school properties. The sector will develop safety measures skills for the ministry staff, teachers, students, and community education committees to protect and mitigate emergencies related to the educational activities. During an emergency situation, the Ministry will also provide children affected with safe learning spaces, which will be child-friendly and equipped with water and sanitation facilities. The MoECHE will build the capacity of teachers, head-teachers, and students by training them in safety measures and disaster risk reduction cycle to avoid the situation's deterioration.

This objective will prioritize and ensure the sustenance of the education services during an education emergency by strengthening the capacity of the education-in-emergency unit staff at federal and FMS to deal with the emergencies. The following strategies are identified to address the issues explained.

- **Strategy 5.1.1.** Strengthen policy and coordination environment for EiE
- **Strategy 5.1.2.** Support early warning and community response to emergencies

3.4.1.6 Objective 1.6: Increase to access equitable secondary education

The ESA 2021 reported that the enrolment rates remain low for secondary schools, showing that many children of the relevant school age are not getting opportunities to learn. The GER for secondary education in Somalia is 14.3%, which is very low compared to the East African average of 41.2%. The secondary dropout rate was 24.7% in 2018. The number of secondary schools, particularly government-managed schools, is very low. Public schools represent 3% of all secondary schools, while publicly-supported schools represent 22% of the total. As a result, out of the total enrolment in secondary schools (86,056) in 2019, only 11% are enrolled in public or publicly-supported secondary schools. The greater share is that of private schools at 79% followed by community schools with 10%. Many disadvantaged children are out of secondary school since public schools are limited and they can't afford private schools.

Thus, the rationale for this priority objective is to address key policy and supply-side barriers for increasing secondary school enrolments. Strategies employed will focus on the expansion of free secondary education services, expanding and rehabilitating school infrastructure, and removing negative cultural barriers that hinder access to secondary education especially for girls. This objective will be achieved through the implemen-

- **Strategy 3.1.1:** Expand and rehabilitate secondary schools in line with the School Infrastructure Planning Policy and Construction Guidelines
- **Strategy 3.1.2:** Create awareness on secondary and support pro-poor programs for vulnerable children

3.4.1.7 Objective 1.7: Increasing access to Adult Education Programme

Adult Education has not been given due consideration in MoECHE planning, with many adult classes being implemented by NGOs. These programs were not well streamlined with the formal primary education and were short-term projects targeting the acquisition of only basic literacy and numeracy mainly in the Banadir region. To increase the overall literacy rate in Somalia and ensure adults acquire quality basic education and functional literacy, the government is committed to develop this program, which will focus on increasing access to quality adult education programs. This objective will be achieved through the following strategies:

- **Strategy 6.1.1:** Increase and expand adult education centers
- **Strategy 6.1.2:** Increase communities' awareness and participation in adult education
- **Strategy 6.1.3:** Increase participation of underserved groups in adult education
- **Strategy 6.1.4:** Develop and implement Adult Education Policy

3.4.2 Policy Priority 2: Quality and relevance of education in basic and secondary

Enhancing the quality and relevance of education at different levels of the sector is the priority of the Somali government. Somalia's education is delivered by the private sector composed of different stakeholders, such as local NGOs, education partners, and Education Umbrellas (made possible by communities & Private sector) but the system was not streamlined until recently. The lack of coordination between education providers led to low quality of learning because there were no monitoring and accountability systems in place to ensure the maintenance of education standards. With the passing of the Education Act, 2021, which streamlines the sector, it is vital to ensure that the Somali children get quality education that enables them to effectively take part in the development of their nation. Prioritizing quality and relevant education will also strengthen the coherence and alignment of different training initiatives that have been rolled out over the previous years.

There is no experience of conducting learning assessment by the MoECHE within education cycles in Somalia. The only assessments that are being carried out are the standardized national examinations at the end of grade 8 and grade 12. The grade 12 examination started in 2015 while the grade 8 examination started in 2019/20.

While both exams have demonstrated relatively strong results, there has been a trend of decline as exams have expanded, and results have been seen to be weaker at the primary level. Related to this measure of quality, under-qualified and non-qualified teachers are predominant across the education system. Even when teachers are qualified, they lack pedagogical skills. Textbook distribution began in earnest in 2019 with support from GPE. Textbooks were distributed to schools across the country, however, they remain severely undersupplied across states and levels of education. Uneven distribution of teachers, which is also hampered by issues of security and teachers' preference for working in rural areas, and textbooks affects the quality of education services. Furthermore, large proportions of schools in Somalia still lack access to key infrastructures such as furniture, electricity, water, and toilet facilities. To address these constraints, the sector will pursue the following objectives.

3.4.2.1 Objective 2.1: Improve the quality and relevance of ECE

Early Childhood Education services aim to improve the overall development and well-being of children and boost their school readiness. While little is known about the provision of TLM in ECE institutions, as the government expands into this sub-sector it is of key importance that students in public ECE schools receive an adequate supply of materials which support learning. To boost school readiness, the ECE curriculum and teaching- learning materials must be age-appropriate and have links to other sub-sectors of the education system. In addition, the ESSP development consultative workshops identified the lack of trained ECE teachers and caregivers as a major challenge to the quality of ECE. This priority objective will build the capacity of teachers and address other challenges facing ECE quality

- **Strategy 1.2.1.** Develop appropriate ECE curriculum
- **Strategy 1.2.2.** Provide appropriate teaching and learning resources for ECE

3.4.2.2 Objective 2.2: Improve the quality and relevance of primary education

As the Federal Member States' education systems evolved and expanded, it is of the utmost importance that quality is not lost. Lack of qualified teachers and shortage/absence of textbooks are the two major factors that contribute to the low quality of primary education. The 2021 ESA shows that only 36 percent of the teachers are qualified in government and private primary schools and 35 percent in community primary schools. Furthermore, the student textbook ratios in different grades of primary schools range from 8:1 to 24:1 depending on grade, subject and type of school (by school authority). Improving the qualification of teachers and the availability of textbooks are critical for the improvement of quality of education in primary schools. To achieve this objective, improving the quality of primary education, the government will employ the following strategies:

- **Strategy 2.2.1:** Improve the capacity of teachers including teacher preparation
- **Strategy 2.2.2:** Provide quality teaching and learning resources
- **Strategy 2.2.3:** Strengthen primary school examination and assessments

3.4.2.3 Objective 2.3: Strengthen the quality of ABE teaching and learning

Education has the power to change lives for the better and drive development. ABE education creates inclusive opportunities for those who have fallen through the cracks and ensures the provision of education for all. In the 2021 ESA findings, 61% of children aged 6 to 24 are out of school, with 46% reporting never to have attended, and 15% reporting having dropped out of school. Somalia therefore needs to provide an avenue for these out of school children and youth to achieve primary education, thus making the ABE program a priority for the government. It will also improve the ABE curriculum and relevant teaching and learning materials. The ABE learning environments will be inclusive and safe for the children by having well-equipped infrastructures. In general, the education provided in the ABE centers should not be inferior to that provided in the formal schools in terms of all quality factors and standards. This policy priority seeks to improve the quality of ABE education so that out-of-school children and youth develop knowledge, skills, attitudes, and competence that are relevant to their lives through the following strategies:

- **Strategy 4.2.1:** Build the capacity of ABE teachers
- **Strategy 4.2.2:** Provide appropriate teaching and learning resources for ABE

3.4.2.4 Objective 2.4: Improve quality and relevance of secondary education

According to the 2021 ESA, the pass rate in grade 12 examination declined from 97% in 2015 to 75% in 2020. The report attributes the decline to two factors, including the standardization of the examination process and reduction of malpractices in the examination process over that period. Low quality of secondary education, which is reflected in the learning outcomes, including the 'relevance' of what is learned, can act as a demand-side barrier to increasing enrolment figures in secondary education considering the opportunity costs related to attending school which often force families to make tough decisions regarding whether they will choose to invest their money in school fees or other immediate needs. In this regard, improving the quality and relevance of education is an important strategy that will lead to increased enrolments by addressing demand-side barriers.

According to the ESA 2021 Report, qualified teachers in government supported secondary schools are only 15 percent, while 85 percent of the secondary school teachers are not qualified to teach in secondary schools. The report also shows that, in 2019, the student/textbook ratio in secondary schools for different subjects range from 15:1 for Somali language textbooks in Form 1 (Grade 9) to 73:1 for Mathematics textbooks in Form 4 (Grade 12). Available evidence suggests that key barriers to improving learning outcomes spring from an insufficient number of qualified teachers, the inequitable distribution of teachers between rural and urban areas, lack of learning materials, and weak usage of learning assessment systems. Strategies will thus focus on increasing the availability of qualified teachers by strengthening in-service teacher training strategies and policies, developing and distributing learning materials based on the national curriculum framework, and strengthening the use of learning assessment systems in secondary education. The following strategies shall be implemented towards improving the quality and relevance of secondary education:

- **Strategy 3.2.1:** Review the secondary education curriculum and provide resources for its implementation
- **Strategy 3.2.2:** Strengthen the capacity of teacher development and teaching force
- **Strategy 3.2.3:** Strengthen learning assessment systems in secondary schools

3.4.2.5 Objective 2.5: Improve the quality of adult education

The adult education program offers a second chance to learners who have been unable to benefit from the formal system. It is expected to cover programs contributing to adult and youth literacy and education as well as those on life skills, work skills, and social or cultural development. Improving the quality of adult education requires more learners-centered curricula and programs responsive to the diverse needs of the population. It has to be designed in a way that provides opportunities for illiterate youth and adults to access quality education and training and enable them to attain basic skills, especially functional literacy and community education programs. Furthermore, the program has to be more relevant to learners. In addition to basic skills that the adults will be learning, the program should focus on the livelihoods of the learners. Access devoid of quality, and failing to address the relevance of the program will result in wastage and inefficient investments of resources. These issues were discussed in depth in the consultation sessions in the process of developing this ESSP. Participants reflected the gaps observed in the program and underlined the urgent need to work towards improving the quality along with creating access primarily through the following strategies.

- **Strategy 6.2.1:** Develop quality and relevant curriculum for adult education
- **Strategy 6.2.2:** Provide teaching and learning resources to Adult Education centers
- **Strategy 6.2.3:** Build the capacity of teachers for Adult Education

3.4.3 Policy Priority 3: Access to affordable, quality, and relevant TVET

Nearly three-quarters of the population of Somalia is youth (age 15-24) and this makes the country a potential beneficiary of the demographic dividend. However, TVET education in Somalia has made limited improvement despite efforts by MoECHE to revive the sub-sector. Evidence from the 2021 ESA shows that only 56 TVET centers serve the youthful population. The fact that these centers operate on availability of budgets contributes to the weakness in their management as they cannot have sustainable predictability. The labour market surveys conducted have revealed that state rebuilding, which is one of the major national economic pillars of the country, will demand a variety of skill sets which are currently not available in the country.

To build robust human capital for the country, the government will take advantage of the high demand for TVET skills by increasing access to TVET opportunities among the youth who are most disadvantaged. This Policy priority will be used to remove both demand and supply-side barriers in areas where TVET is needed most and increase the enrolment in TVET.

3.4.3.1 Objective 3.1: Increase equitable access to TVET

Out of the 11,000 trainees (53% female) in 2020, 7 in 10 were enrolled in centers located in Banadir and Lower Jubba alone, highlighting the fact that access to TVET is not evenly accessible even in urban areas, with rural areas already locked out of access. The ESA further indicates that 6 out of 10 trainees are enrolled in centers located in Banadir. There is a need to expand access to absorb the growing number of secondary school graduates and the expanding labour market. The ESA also underlined the fact that despite the female-male balance in overall enrolment, males have higher participation in traditionally male dominated trades (males account for 91% of the enrolment in carpentry and construction, 89% in disaster management, and 88% electricity and mechanical trades). Females have higher participation rates than males in such areas as art and design (92.6%), hair and beauty (97.8%) and home management (85.9%). It is noted that more females acquiring skills in these male-dominated areas through support to female trainees to train for these trades, helps to both to enhance their economic empowerment and to weaken traditional gender norms, which have forced women to focus solely on child care and household chores. One of the main challenges observed in TVET is the lack of public funding of the TVET programs, with nearly 90% of the trainees in 2020 attending NGO supported centers, 12% attending privately operated centers and a paltry percentage attending community supported centers. The NGO supported centers mainly rely on availability of donor funding, which makes them vulnerable in terms of sustainability. In this regard, this objective will enable the realization of the increase of enrolment in TVET education. The Ministry of Education, Culture and Higher Education will achieve this objective by implementing the following strategies:

- **Strategy 7.1.1:** Promote TVET programs through social mobilization
- **Strategy 7.1.2:** Expand the capacity of TVET centers

3.4.3.2 Objective 3.2: Enhance quality and relevance of TVET programs

The quality of TVET has been compromised due to multiple challenges including untrained instructors and lack of a common competency based curriculum as well as the dominance of partners, whose projects have often been short term and lack stability. The centers are responsible for their own curriculum, examination and certification, an element which prevents the harmonisation of accreditation, which is worsened by the absence of a national qualifications framework. The 2021 ESA indicated that 4 out of 10 instructors do not have post-secondary education. This is concerning because the quality of education is indirectly measured by the quality of its teaching force. Additionally, inadequate training materials and facilities and mismatch between skills acquired by trainees and the expectations from the labour market were cited as challenges during the analysis. In Somalia, the service industry is leading the recovery of the economic fortunes with the small business thought to be the next driver of economic growth. The enhancement and sustenance of the service, as well as the manufacturing industries, can only be achieved by producing competent and qualified graduates with relevant skills and knowledge who can meet the demands of the labour market. The 2018 labour market surveys conducted across the federal member states indicate the persistent mismatch between skills acquired by trainees and the expectations from the labour market. Therefore, this policy priority will focus more on overcoming quality and supply barriers related to pedagogy, training materials, and the alignment of the curriculum based on labour market opportunities.

The few available TVET centers are not implementing a common curriculum and are in dire need of teaching materials as well as qualified instructors. The majority are project-based and again begging the question of sustainability with 90% of the trainees attending NGO-funded programs. The absorption rate of graduates of the system is too low due to a lack of industry competence standards. With the view to produce competent TVET trainees who would compete in the labour with relevant skills and knowledge, the Ministry of Education, Culture and Higher Education will focus on enhancing the relevance and quality of TVET education by implementing the following strategies:

- **Strategy 7.2.1:** Review TVET curricular and enhance capacity of instructors
- **Strategy 7.2.2:** Equip TVET centers with appropriate training materials and resources

3.4.3.3 Objective 3.3: Establishing TVET regulatory framework

According to the 2021 ESA, the lack of a national TVET policy creates difficulties between line ministries and greatly affects the smooth implementation and efficiency of TVET. The MoECHE has made considerable efforts towards improving the management and delivery of TVET education including the establishment of TVET Departments in all the FMS. Furthermore, the inter-ministerial struggles were largely ended through the MoU signed in April 2021 between the MoECHE and the Ministry of Labour and Social Affairs. The MoU outlined the roles and responsibilities of each ministry and some mechanism for coordination in the TVET sector between the two ministries. Building on this progress, the plan seeks to establish an enabling environment and develop further regulatory policies that will help to make the TVET sector both more effective and efficient. The sector will achieve this objective through the following strategies:

- **Strategy 7.3.1:** Review and disseminate TVET policy and strategy
- **Strategy 7.3.2:** Build the capacity of TVET departments of FGS and FMS
- **Strategy 7.3.3** Develop and implement a qualification and quality assurance framework

3.4.4 Policy Priority 4: Access to quality of higher education

The higher education subsector is crucial to the rebuilding of Somalia. Currently, the higher education context is characterized by the dominance of private institutions, which increases the inequality gap with regard to access. Poverty and the relatively high costs of higher education in Somalia remain the key barriers for some of the most marginalized and at-risk youth in the country in accessing higher education. Moreover, the dominance by the private institutions has exposed higher education to non-regulation, which has led to the proliferation of facilities of undesired quality, including the lack of critical facilities in some institutions. This situation compromises the quality of education that is being provided by these institutions. A review of the labour market demonstrates the rife skill deficit, and low labour force participation rates, especially for the youth. One out of four youth is unemployed in the country, leading many young people to migrate from the country to work elsewhere.

3.4.4.1 Objective 4.1 Increase participation in higher education

According to the 2021 ESA, nearly three-quarters of the population in Somalia is below the age of 35, making the country one of the most youthful in the world. However, access to higher education remains low. The total enrolment in universities in 2020 was 94,511, of whom a little over 2,000 (2.1%) were enrolled in public university, the Somalia National University (SNU). The gross enrolment rate in universities in 2020 was only 4.4 percent. As such, this objective seeks to drive an increase in enrolments in higher education, which will, in turn, give credence to the human capital development framework laid out by the government. As part of this objective, the MOECHE will work with the government to operationalize the Somali National University (SNU) in federal member states, creating campuses in the states. This will be of symbolic significance to the Somali nation and will increase access to higher education. It would signal a process of stability and progress for the Somali people and restore hope to its young generation. To achieve this objective, the government will implement the following strategies.

- **Strategy 10.1.1:** Expand Somali National University to Federal member States
- **Strategy 10.1.2:** Provide scholarships to students from vulnerable and disadvantaged communities

3.4.4.2 Objective 4.2: Improving the relevance and quality of higher education

Currently, Somalia faces some major problems with the quality of higher education. Almost all Higher education institutions are private, leaving the country with only one public university, Somali National University (SNU). To ensure the quality of higher education, the National Commission for Higher Education (NCHE) was established in 2019. So far, it was able to do self-assessment of over 118 plus universities in the country. It's been identified that there is low-quality assurance in checking universities in terms of infrastructure, lecturers, and all-over programming in teaching and learning. Through consultations, it's been recognized that people have low confidence in the local universities meaning that students are not motivated to attend; respectably stating that individual learning is not well-rounded. It has been observed that overall the facilities existing in most of the universities' delivery of the highest form of education in the country remain in serious need of improvement. Another gap observed regarding the quality of higher education is with the Somali National Library (SNL).

Established in 1975, the SNL was destroyed and looted during the civil war. Currently, renovating, equipping, and staffing of the SNL is one of the top priorities of the Somali Government. The restoration of SNL will advance the quality of education and research in Somalia and will make a significant difference in citizen's development. The government will employ the following strategies to improve the quality of higher education.:

- **Strategy 10.2.1** Strengthen quality assurance in higher education
- **Strategy 10.2.2** Strengthen research and innovation in higher education
- **Strategy 10.2.3** Strengthen integration of ICT in higher education
- **Strategy 10.2.4** Restore and operationalize the Somali National Library

3.4.4.3 Objective 4.3: Enhance research, innovation and ICT integration in HE

It's becoming evident that Somalia is moving forward as a country and more than ever the country needs to utilize its young population to move it forward. Prioritizing research and innovation in higher education can bring great change to a nation, in terms of signalling a process of stability and progress for the Somali people and restoring hope to its young generation. The young generation can greatly contribute to their nation by being innovative. During the consultations, it became evident that higher education learning is not up to the standard of impactful learning. One of the ways to improve this aspect is creating opportunities to promote innovation and research amongst students and instructors. The government wants to explore the idea of innovation and research and achieve this objective through the following strategies.

- **Strategy 10.3.1.** Strengthen research and innovation in higher education
- **Strategy 10.3.2.** Strengthen integration of ICT in higher education

3.4.4.4 Objective 4.4: Improving the governance of higher education

The MoECHE is responsible for overseeing the quality and sustaining the standards of higher education, with the National Commission for Higher Education (NCHE) having been established in 2019 to fulfil this function. The first task undertaken by the Commission was the tracing of all the institutions of higher learning registered in the EMIS. Out of more than 100 institutions in the EMIS, the commission reports that only 65 responded to its mapping exercise. Although the General Education Law provides for private institutions to establish their own institutional based quality assurance procedures, there is no mechanism at the federal level to ensure adherence to this. There is also no funding for the Commission for this important function, at the federal or state levels (ESA 2021). Therefore, the Commission is challenged by the low level of funding and lack of appropriate policy and regulation to discharge its responsibilities. This objective will strengthen the Higher Education Commission and address other challenges through the implementation of the following strategies:

- **Strategy 10.4.1.** Build the capacity of the NHCE and its personnel
- **Strategy 10.4.2.** Strengthen the quality assurance system in higher education

3.4.5 Policy priority 5: Governance and system management

For the last few years the MoECHE has been fully operational providing education to the Somali people. It has made important progress in terms of delivering curriculum, organizing national exams, and also passing the Education Act of the country in 2020. However, it still faces many obstacles that hinder the effective delivery of education. Staff in the Ministry face daily challenges to do their jobs. Capacity development of the educational administration and system strengthening are crucial in order to provide accessible, quality education for the Somalia children. The priority of capacity strengthening of the Ministry is also aligned with the National Development Plan (2020-2024).

3.4.5.1 Objective 5.1: Enhance capacity for management of education

The ESA findings revealed that the education system in Somalia faces governance and management challenges. In the primary data that was collected for the ESA, weak governance and management was identified as one of the key challenges within the MoECHE. Poor motivation (60%), frequent leadership changes (53%), and lack of skills of employees (51%), were identified by the stakeholders as constituting major challenges affecting the management of the education sector. In addition, poor working conditions (57%), lack of clear-cut responsibility (51%), and nepotism and favouritism (50%) were identified as posing some level of challenges as well. Furthermore, the federal member states' and MoECHE's relationship needs to be strengthened to effectively govern the education system. Lack of government capacity for policy planning, standards setting, financing, collaboration with private providers and data collection are challenges to be overcome. Weak linkage between planning and implementation, uncertain political conditions, and poor/inadequate dissemination of norms, guidelines, and procedures are barriers in policy implementation. Government agencies have little or no involvement in monitoring nor does the MOECHE have full access to feedback from individual schools. The 2021 ESA findings showed that the capacity gaps that have to be addressed in the ministry include lack of skill and capacity of the leadership of the necessary to undertake the successful implementation of their functions, inadequate resources, absence of documented Terms of Reference (TOR) or mandate/functions for the various departments as well as an unavailability of required competences for the different positions.

In addition, in the past few years, the EMIS has made great progress in terms of its development. Now, the Ministry owns its software, which was developed in the country using local talent. Development and deployment of the new EMIS system is taking place not only at the FGS and FMS level but also at school and institution levels. However, during the ESA data collection, it has been identified that system-wide gaps with the EMIS system still persist and that "serious data quality issues remain and understanding of the system by the human personnel involved (e.g., head teachers, DEOs) is inadequate". Additionally, during the ESSP consultation findings, it was revealed that the software server is currently being rented, which is a serious concern for the government in terms of sustainability.

Thus, the EMIS system still needs major quality improvements on data collection and its management. Strengthening data collection and building the capacity of EMIS personnel are critical. To achieve these identified capacity gaps and address the weaknesses in EMIS, the government will focus on the following strategies:

- **Strategy 8.1.1:** Revise the organizational structure of MoECHE and departmental functions and come up with clear roles and responsibilities
- **Strategy 8.1.2:** Build the management capacity of staff in all sub-sectors
- **Strategy 8.1.3:** Strengthen the Education Management Information System

3.4.5.2 Objective 5.4: Strengthen decentralization and enhance service delivery

Improving the management will have a significant impact on service delivery. Creating and strengthening accountability mechanisms at all levels is the key to improving the management of primary education. Promoting collaboration among stakeholders should also improve the management and efficiency of the system and should result in increasing access to quality education and improving learning outcomes. To achieve this milestone, head teachers themselves must have management experience and are selected on the basis of proposal of the approved Teacher Policy (MoECHE 2020) to ensure that the vision and goals of schools in the country are realized. The program will also pay attention to strengthening transparency and accountability, and enhancing quality assurance systems in schools. The following are the strategies identified for the strengthening of decentralization and enhancing service delivery:

- **Strategy 8.2.1:** Strengthen the decentralization of education functions
- **Strategy 8.2.2:** Strengthen service delivery across all schools in the sector
- **Strategy 8.2.3:** Strengthen transparency, accountability and cooperation in education

3.4.6 Policy Priority 6: Utilization and integration of ICT in education

Covid-19 pandemic has changed the world beyond measure, impacting the delivery of education globally. The Federal Government of Somalia (MoECHE) estimated 589,559 children were out of school across all levels of education as a result of COVID-19 across the five-member states. The closure of schools all over the country has affected learners and teachers. According to the findings of the ESA 2021 “MoECHE sought to develop a distance learning program in response, as outlined in their COVID response strategy. However, with no digital materials pre-existing” this made the process challenging. The utilization of ICT has the potential to improve the delivery of education services and increase access to education in many countries. In light of this, the government is interested in exploring how ICT can support the delivery of education services around the country. Integrating technology into the Somali education system was discussed during the national consultation as a policy priority and will be used to promote education in the country.

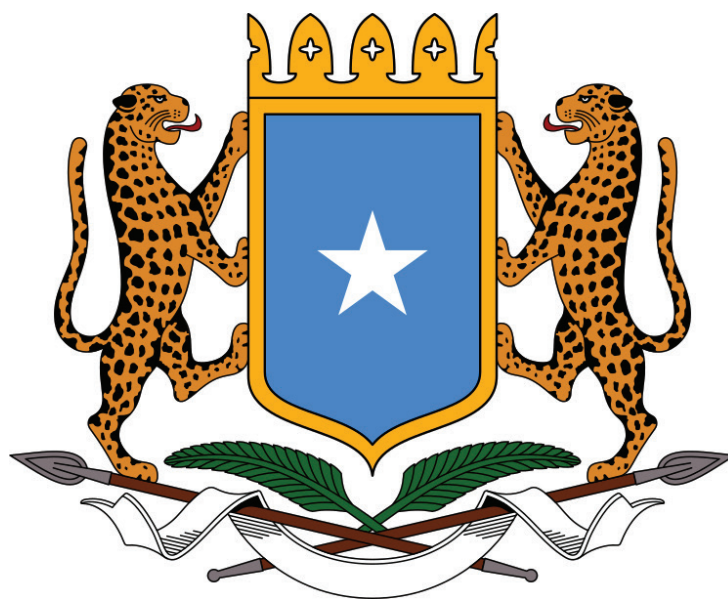
3.4.6.1 Objective 6.1: Expanding the use of ICT in teaching, learning and assessment

During the pandemic, MoECHE realized the need to act fast in order to ensure the continuity of teaching and learning. One of the responses in the short term was to develop a distance learning program (ESA 2021). So far, the Ministry has been able to finish the primary level digital curriculum as a pilot, while the secondary level digital curriculum is in progress. However, the effectiveness and efficiency of the digital curriculum has been questioned during the consultation process, bringing to the core of the discussion how to ensure an effective integration of ICT in the teaching and learning processes of primary, and secondary education. The government plans to employ the following strategies to enhance the utilization of digital technology that transforms the teaching-learning process, assessment, and examination in primary and secondary progressively.

- **Strategy 9.1.1:** Strengthen the policy environment for ICT integration
- **Strategy 9.2.1:** Provide ICT infrastructure in public primary, secondary, TVET centers and Teacher Training College
- **Strategy 9.2.2:** Enhance digital literacy among staff at the ministry and schools

Chapter Four

Priority Programs



The range of challenges facing the education system, as identified by ESA (2021), formed the basis to develop policy priorities that focus on resolving their underlying causes. The priority policies identified were (i) Access, Equity and Completion, (ii) Quality and Relevance of Education and (iii) Governance and Management for each sub-sectors. The policy priorities have been turned into context-specific, and actionable programs and activities, each activity defining how the policy programmes will be implemented. Each program identifies key outcomes which will allow the measurement of progress of the plan. Upstream, these directly address the focal problems identified during policy elaboration and contribute to achieving the set objective. Downstream, the framework further specifies the nature of the program by laying out the major activities it implies, that will in turn be associated with measurable indicators and specific targets that help to define success within the lifespan of the sector plan.

The programs are clustered under seven education sub-sectors and three priority areas as appropriate. The sub-sectors for which programs along with their strategies and key interventions presented in this chapter are (i) Early Childhood Education, (ii) Primary Education, (iii) Secondary Education, (iv) Alternative Basic Education, (v) Adult Education, (vi) Technical and Vocational Education and Training, and (vii) Higher Education, and the three priority areas consist of (viii) Education in Emergency, (ix) Governance, System Management, Capacity Development and Enhancing the EMIS, and (x) Utilization and Integration of ICT in the Education System.

4.1 Early Childhood Education

Currently, the ECE sub-sector is limited in Somalia, with no public provision occurring. With the ESSP 2022-2026, the MoECHE is committed to provide quality pre-primary education for all eligible children equitably with ECE becoming one of its main priorities. The government’s strong position on providing quality learning in a conducive infrastructure and healthy environment can improve student learning performance, reduce dropout, and repetition rates; and therefore, contribute to the improved efficiency of the education system. By adopting and implementing the two programs (a) access to and completion of early childhood education and (b) improve the quality and relevance of early childhood education will contribute to the achievements of the ECE goal: “Equitable access to pre-primary education enabling all eligible children to participate in quality early childhood education.”

Goal: To provide equitable access to pre-primary education enabling all eligible children to participate in quality and inclusive early childhood education

Program 1.1: Increasing access and completion of ECE

Program 1. 2: Improving the quality and relevance of ECE

Strategy 1.1.1. Expand the capacity of ECE centres
 Strategy 1.1.2. Mobilise stakeholders and communities to promote ECE
 Strategy 1.1.3. Strengthen the policy framework and partnerships in ECE

Strategy 1.2.1. Review ECE curriculum and build the capacity of teachers
 Strategy 1.2.2. Provide appropriate teacher and learning resources for ECE

4.1.1 Program 1.1 Increasing access to and completion of ECE

The education sector strategic plan 2022-2026 plans to construct two model ECE centres in each state and the Banaadir Regional Administration. This will be conducted alongside the mapping of the ECE facilities currently available in the country to identify gaps which will be used in future construction activities. Furthermore, the growth of pre-primary education will be strengthened through the creation of a public-private partnership strategy including insuring coordination with Qur’anic institutions This will be accompanied by the finalization and endorsement of the national ECE policy, as well dissemination throughout the Federal Member States. Finally, vigorous government advocacy through community awareness campaigns will encourage parents to send their children to pre-primary schools. The table below shows key measurable indicators with baselines and targets set for the 5 years plan period for this program:

Outcome: Access to free, safe and age-appropriate high quality, and developmentally appropriate pre-primary education increased.			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Gross Enrolment Rate (GER) of Children in Pre-Primary (Ages 3-5) T (F/M)	0%	10%	EMIS
GPI of pre-primary education	NA	0.8	EMIS

The following tables show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 1.1.

Strategy 1.1.1. Expand the capacity of ECE centres

Key Interventions/Activities			
Conduct ECE infrastructure mapping exercise and identify construction needs Create a safe, learner centred, and well-maintained ECE through construction of two pilot centres per FMS Construct new ECE classrooms within existing primary schools (integrated ECE) Renovate existing public primary schools to accommodate an ECE unit Provide a school feeding program for ECE learners Provide grants to publicly supported ECE schools			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of ECE mapping exercises conducted	0	3	MoECHE Reports
Number of model centres constructed	0	10	MoECHE Reports
Number of ECE classrooms constructed	0	15	EMIS, MoECHE report
Number of classrooms rehabilitated	0	60	EMIS, MoECHE report
Number of learners benefiting from school feeding	0	1000	MoECHE reports
Number of ECE schools receiving grants	0	50	EMIS, MoECHE report

Strategy 1.1.2. Mobilize stakeholders and communities to promote ECE

Key Interventions/Activities			
Establish and capacitate ECE awareness committees Conduct ECE awareness and advocacy campaigns Conduct collaboration and coordination meetings for ECE TWG Develop integration plan between ECE and Qur'anic schools			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of community awareness campaigns conducted	0	31	State MoE reports, MoECHE Reports
Number of ECE awareness committees established	0	10	State MoE reports, MoECHE Reports
Number of coordination workshops conducted	0	194	State MoE reports, MoECHE Reports
Number of district level workshops with Qur'anic school representatives held	0	3	State MoE reports, MoECHE Reports

Strategy 1. 1. 3 Strengthen policy framework and partnerships in ECE

Key Interventions/Activities			
Register existing ECE centres Finalise and endorse the ECE policy strategy Disseminate ECE policy Develop PPP strategy for ECE			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of ECE centres registered	NA	80	State MoE reports, MoECHE Reports
ECE policy strategy finalised and endorsed	No	Yes	MoECHE Reports
Number of policy dissemination workshops held	NA	6	State MoE reports, MoECHE Reports
PPP strategy developed	No	Yes	MoECHE Reports

4.1.2 Program 1.2: Improving the Quality and Relevance of ECE

In expanding access to ECE and in the provision of public ECE centres, the ESSP ensures that this expansion will not be at the expense of quality. As such, the ESSP envisages the improvement of quality ECE through the development of a unified ECE curriculum and teaching guides. A teacher training college specifically for the ECE will be built in order to provide quality pre-service training for ECE teachers. A cascading training system will also be established through the training of trainers, who will then provide in-service training. The curriculum will be supported by the distribution of teaching and learning materials to ECE schools. The table below shows key outcome-level measurable indicators with baselines and targets set for the 5 years plan period for this program:

Outcome: Quality of ECE improved			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Proportion of ECE centres using the new curriculum	N/A	100%	EMIS
Proportion of public and private ECE teachers to have attended pre or in service training in the past 5 years	N/A	20%	EMIS
Percentage of public ECE schools that have adequate number of teaching and learning materials	N/A	100%	EMIS

The following tables show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 1.2.

Strategy 1.2.1 Develop a standardised ECE curriculum framework

Key Interventions/Activities			
Develop a standardised ECE curriculum framework Construct an ECE teacher training college Develop ECE curriculum/modules Conduct training for trainers of teachers who will carry out training for ECE teachers Train teachers on ECE curriculum implementation (using ToT model) Train ECE pre-service training with more slots for female teachers Train ECE teachers, caregivers, and Qur'anic instructors through in-service training			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Standardised ECE curriculum framework developed	No	Yes	Curriculum Document, Activity Report
Number of curriculum modules /activities developed	NA	18	Curriculum Document, Activity Report
Number of workshops held for the training of trainers	NA	10	State MoE reports, MoECHE reports
Number of ECE teacher training colleges constructed	0	1	MoECHE reports
Number of ECE teachers trained on curriculum implementation	NA	450	State MoE reports, MoECHE report
Number of ECE teachers trained pre-service	NA	580 (50% female)	State MoE reports, MoECHE reports
Number of ECE teachers, caregivers and Qur'anic instructor trained in-service	NA	412	State MoE reports, MoECHE reports

Strategy 1.2.2 Provide appropriate ECE teaching and learning materials (TLMs)

Key Interventions/Activities			
Recruit qualified ECE teachers, paying attention to gender imbalance and special needs Provide relevant and appropriate learning materials to ECE centres Distribute ECE curriculum to teachers in public ECE			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of teachers recruited	0	210	EMIS, State MoE reports, MoECHE reports
Number of ECE centres provided with TLM	NA	72	EMIS, State MoE reports, MoECHE reports
Number of teachers provided with curriculum and guides	NA	182	EMIS, State MoE reports, MoECHE reports

4.2 Primary Education

The goal in primary education is to achieve equitable and inclusive quality education for all children that have reached the primary school going age. According to the 2021 EMIS data, Somalia's primary GER remains low at 24%. The system is also faced with high drop-out rates, with only 80% of those who start primary, finishing the cycle. Other challenges presented in the ESA include disparity among rural/urban, and poor versus rich which becomes more apparent when examined by level and Federal Member State. A severe lack of teaching and learning materials, including textbooks, as well as low teacher qualification levels were also identified as major challenges to quality education in primary. The table below summarizes the primary subsector goal, programs, and strategies.

Goal: To provide equitable access to quality primary education to all primary school-aged children		
Program 2.1: Increase access to equitable primary education	Program 2.2: Improve the quality and relevance of primary education	Program 2.3: Promoting inclusive education
Strategy 2.1.1: Establish, expand, and rehabilitate primary schools	Strategy 2.2.1: Improve the environment for development of basic education curriculum	Strategy 2.3.1: Increase communities' awareness and participation in SNE
Strategy 2.1.2: Expand education service delivery in partnership with the community	Strategy 2.2.2: Improve the capacity of teachers including teacher preparation	Strategy 2.3.2: Build capacity of teachers and head teachers on inclusive education
Strategy 2.1.3: Implement equity based schemes targeting children from disadvantaged groups	Strategy 2.2.3: Provide quality teaching and learning resources	Strategy 2.3.3: Improve school facilities and provide appropriate TLMs to CwDs
	Strategy 2.2.4: Strengthen primary school examination and assessment	
	Strategy 2.2.5: Strengthen the implementation of extracurricular activities	

4.2.1 Program 2.1: Increase access to equitable primary education

To increase access and reduce dropout rates, this program puts focus on reducing the challenges that hinder the enrolment of children in primary schools and improving school environments. This program puts in place strategies that revolve around the expansion of schools, rehabilitation of facilities and increasing awareness of value of education. Disparities in access are still a feature of the basic education system, particularly at the state level, where girls and/or boys suffer depending on the region. The marked and continuing rise in private school enrolment is a significant feature of the provision of primary education and points to either poor provision or the poor quality of the public education system in particular localities. The Ministry, through this ESSP, will expand and strengthen the provision of public schools to increase the enrolment of primary school age children and out-of-school children. The table below shows key measurable indicators with baselines and targets set for the 5 years plan period at outcome level.

Outcome: Students 'equitable access to, participation and completion of primary education improved significantly			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
GER of primary education T (F/M)	24% (F22%) (JRES, 2021)	34% (F28%)	EMIS MoECHE Reports
NER of primary education T (F/M)	16 % (F15%) (JRES, 2021)	25% (F22%)	EMIS MoECHE Reports
GPI in primary	0.8	0.95	EMIS MoECHE Reports
Primary survival rate	80% (JRES, 2021)	95%	EMIS MoECHE Reports

The following tables present indicators along with baselines and targets at output levels for the different strategies under Program 2.1.

Strategy 2.1.1: Expand the capacity of public primary schools

Key Interventions/Activities			
Map and assess school infrastructure to guide construction and rehabilitation Rehabilitate school infrastructure based on mapping report and needs of CwDs Construct new public primary schools in underserved areas Construct new classrooms in public primary schools Provide water and toilet facilities for target primary schools inclusive of CwDs			
Indicators	Baseline (2020)	Targets (2026)	Source
Number of mapping exercises undertaken	0	3 (Once every 2 years)	MoECHE Reports
Number of Classrooms rehabilitated	NA	1072	MoECHE Reports /EMIS
Number of Classrooms constructed in new primary schools	NA	672	MoECHE Reports /EMIS
Number of classrooms constructed in existing primary schools	NA	450	MoECHE Reports /EMIS
Number of WASH facilities constructed	NA	597	MoECHE Reports /EMIS

Strategy 2.1.2: Expand education service delivery in partnership with the community

Key Interventions/Activities			
Conduct training for CECs according to training manual Conduct primary school awareness campaigns Hold community fundraising sessions to support education financing			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of awareness campaigns conducted	NA	25	State MoE reports, MoECHE reports
Number of CEC training workshop conducted	NA	4	State MoE reports, MoECHE reports
Number of community fundraising sessions held	NA	50	State MoE reports, MoECHE reports

Strategy 2.1.3: Implement equity-based schemes targeting children from disadvantaged groups

Key Interventions/Activities			
Develop selection criteria and operational guidelines for the scholarship scheme Provide scholarships (cash grants) for learners in primary schools, with higher focus on girls Provide dignity kits for girls in public primary schools Construct changing rooms for girls in primary schools Provide school feeding for pupils from poor families Conduct awareness and advocacy campaigns for girls' enrolment, retention, and completion in primary			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Selection criteria and operational guidelines developed	NA	Yes	MoECHE reports
Number of students receiving scholarships	NA	9,000	EMIS, MoECHE reports and JRES
Number of girls provided with dignity kits	NA	134,000	EMIS, MoECHE reports
Number of changing rooms for girls constructed	NA	75	State MoE reports, MoECHE reports, EMIS
Number of students benefiting from school feeding	1,150	122,500	State MoE Reports, EMIS, MoECHE Reports

4.2.2 Program 2.2 Improve the quality and relevance of primary education

According to the ESA, the quality of primary education is seen to be of a major concern to Somalia, and many areas were seen to have high proportions of underqualified teachers. Furthermore, while the Ministry, along with the FMS and its partners, have developed a unified curriculum, schools are seen to have low levels of access to materials to support the delivery of the curriculum, namely textbooks, with high pupil-textbook ratios observed.

This program seeks to address the issue of quality by first improving and implementing the primary education curriculum including building the capacity of curriculum developers and staff. Furthermore, the plan seeks to improve the quality of teaching through teachers' in-service training, with this being preceded by workshops aimed at the review of the primary teacher training curriculum. In-service training will be carried out through numerous district level workshops targeted at sensitizing teachers on the reviewed curriculum and blended learning systems. Attention will also be given to the improvement of teaching and learning materials including the use of the cascading approach where teacher trainers will be trained through workshops on the use of TLM in the classroom before they are then used to disseminate these messages to teachers through district level workshops. Lastly, quality will also be improved in learning assessments through both strengthening and expanding the current system. The table below summarizes the outcome, indicators, baselines, targets, and sources of this Program.

Outcome: The improved quality of primary education.			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Mean score of students in Grade 8 National Examination	59%	65%	National Examination Data
Mean score of Grade 3 students in EGRA	NA	65%	Learning Assessment Results

The following tables present indicators along with baselines and targets at output levels for the different strategies under Program 2.2

Strategy 2.2.1: Improve the environment for development of basic education curriculum

Key Interventions/Activities			
Rehabilitate the National Curriculum Centre Establish a national curriculum board Provide capacity building training to curriculum developers and staff Review current curriculum of primary education (Grades 1-8)			
Indicators	Baseline (2020)	Targets (2026)	Source
National Curriculum Board established	No	Yes	Activity Reports, MoECHE Reports
Primary curriculum reviewed	Last in 2020	Once over plan period	Activity Reports, MoECHE Reports
Number of workshops for curriculum developers and staff held	N/A	1	Activity Reports, MoECHE Reports
Number of rooms in the national curriculum centre rehabilitated	0	20	Activity Reports, MoECHE Reports

Strategy 2.2.2: Improve the capacity of teachers including teacher preparation

Key Interventions/Activities			
Construct and equip two primary teacher training institutes in underserved states Operationalize new teacher training institutes Provide capacity building training for headteachers Conduct teacher proficiency testing with primary teachers Review and roll out primary teacher training syllabus/materials with blended learning system, including incorporation of ABE/AE pedagogical skills Provide scholarships for pre-service training for primary teachers Provide appropriate facilities for training of primary school teachers at Jubbaland teachers college Provide in-service training to primary school teachers			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of teacher training institutes	1	3	EMIS, Activity Reports, JRES,
Number of teacher training institutes operationalized	1	3	Activity Reports, JRES,
Number of capacity building workshops held with headteachers	NA	36	State MoE reports, Activity reports
Number of teacher proficiency tests conducted at district level	NA	10	Activity reports, MoECHE reports
Number of workshops held for primary school teachers on curriculum implementation	NA	73	State MoE reports, Activity reports
Jubbaland teachers training college provided with appropriate facilities	No	Yes	State MoE reports, Activity reports
Number of primary teachers awarded scholarships	NA	600	MoECHE reports, State MoE reports
Number of primary teachers trained in-service	NA	4,200	EMIS, Activity Report, MoECHE Reports, JRES

Strategy 2.2.3: Provide quality teaching and learning resources

Key Interventions/Activities			
Distribute curriculum and teacher guides to primary schools Recruit qualified primary school teachers with focus on female teachers Establish and equip libraries with relevant supplementary materials in selected public primary schools Provide appropriate TLMs to schools Provide appropriate learning materials to students Recruit ToTs for the teacher training institutes			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Total textbooks distributed	NA	1.5 million	EMIS, Activity Reports
Number of ToTs recruited for teacher training institute	NA	20	Activity Reports, MoECHE Reports
Number of teachers in public and publicly supported schools with a guide	NA	3,200	State MoE reports, Activity reports
Number of qualified teachers recruited	NA	700	MoECHE Reports, EMIS
Number of libraries equipped	10	80	EMIS
Number of schools receiving school-level TLMs	NA	530	EMIS, Activity reports

Strategy 2.2.4: Strengthen primary school examination and assessment

Key Interventions/Activities			
Revise national examination standardized grading system for grade 8 Establish a national examination bank Train examination staff on management and administration of exams Provide appropriate facilities and equipment to exam departments Conduct examination for primary school candidates Conduct MLA (EGMA and EGRA) assessment in grades 1-3			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of MLA (EGRA and EGMA) assessments conducted	NA	2	EMIS, Activity Reports, Examination department
National Examination Question Bank established	No	Yes	EMIS, Activity report, Examination department
National examination standardized grading system for grade 8 developed	No	Yes	Activity Reports, Examination department
Number of workshops for examination staff held	NA	1	Activity Reports
Number of examination marking machines procured	0	12	State MoE reports, MoECHE reports
Proportion of grade 8 students sitting primary examination	96%	100%	State MoE reports, MoECHE reports, Examination department

Strategy 2.2.5: Strengthen the implementation of extracurricular activities

Key Interventions/Activities			
Develop guidelines/manuals for the establishment of child-to-child clubs Implement student interaction through child-to-child clubs Provide relevant farm inputs in support of school gardening programs Construct sports fields in schools Organize inter-school sport competitions Initiate green school campaigns (school gardening)			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Guidelines for child-to-child clubs developed	No	Yes	MoECHE reported
Number of schools with child-to-child clubs established	0	50	State MoE reports, EMIS
Number of inter-school sports competitions organized	0	5	State MoE reports
Number of schools supported with gardening materials	0	150	State MoE reports
Number of sports fields constructed	0	21	State MoE reports, EMIS

4.2.3 Program 2.3: Promoting inclusive education

Somalia officially identified persons with disabilities (PwD) as a vulnerable population in its Humanitarian Response Plan for 2020, signifying its recognition of the challenges PwD face in accessing public goods (Humanity & Inclusion, 2020). Children with disability (CwD) are estimated to be 10% of the population and the provisional constitution of Somalia enshrines rights for all citizens regardless of disability status. This was explicitly extended to the Right to Education in the Federal government’s “Special Education Needs and Inclusive Education Policy (SEND & IE).” The ESA states that the absence of data on CwD makes it difficult for us to estimate what proportion of CwD are enrolled in education, with big disparities between data sources. However, it is known that children with disabilities face enrolment challenges related to physical barriers to accessing education, they also face discrimination and negative community attitudes.

One of the facets limiting the information about students with disabilities in Somalia is that questionnaires about CwD were not included in the Education Management Information System (EMIS) data collection form before 2019. There is only one year of EMIS data to work with in examining proportions, complemented by the 2019 GPE school mapping data, which also collected information on CWD, albeit in primary schools only. Hence, the Ministry through this ESSP, is seeking to increase access to education for children with special needs, as well as increase the awareness about inclusive education. This will be done through mass awareness campaigns seeking to improve parental and community awareness, the dissemination of the SNE policy to all regions, the incorporation of SNE subjects into teacher training materials in order to ensure that this is included in all trainings moving forward. In the Teacher Policy document, Teacher Training Institutes are required to train teachers and to ensure that all trainees take SEN courses as integral part of the Teacher Training Syllabus so that those wanting to specialize as SEN teachers are given further training and mentorship as soon as they qualify from TTIs. The table below summarizes outcome level indicators regarding the promotion of inclusive education with baselines and targets set for the plan period:

Outcome: Inclusive education promoted			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of children with disabilities enrolled in schools	6,241	16,000	EMIS

The following tables show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under program 2.3.

Strategy 2.3.1: Increase Communities' awareness and participation in special needs education

Key Interventions/Activities			
Conduct comprehensive mapping assessment and screening of CwDs Disseminate SNE policy in all regions Commemorate the annual day of inclusive education Conduct social awareness and advocacy campaigns for enrolment of CwD Conduct awareness session with teachers and children on CwD			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of mapping assessments conducted	0	1	MoECHE Reports
Number of districts trainings for dissemination of SNE policy held	NA	79	State MoE reports
Number of annual day of inclusive education campaigns held	NA	9	State MoE reports, MoECHE reports
Number of awareness campaigns conducted on SNE	NA	20	State MoE reports, MoECHE Reports, Department of Education Services
Number of awareness campaigns with teachers and children conducted	NA	5	State MoE reports, MoECHE Reports, Department of Education Services

Strategy 2.3.2: Build the capacity of teachers and head teachers on inclusive education

Key Interventions/Activities			
Incorporate elements of inclusive education into teacher training materials Train school staff on inclusive education Train Ministry staff in SNE unit in the FMS on SNE policy			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of SNE unit staff trained	0	60	Activity Reports, Department of Education Services
Teacher training material reviewed to include elements of inclusive education	No	Yes	MoECHE reports, Department of Education Services
Number of teachers trained on inclusive education	0	200	MoECHE Reports

Strategy 2.3.3: Improve school facilities and provide appropriate TLMs to CwD

Key Interventions/Activities			
Establish and equip SNE resource centres in selected districts Provide hearing aids to learners from disadvantaged families with hearing impairments Provide visual aids to learners from disadvantaged families with visual impairments Provide crutches to learners from disadvantaged families with physical impairments			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of SNE units established	0	7	State MoE Reports, MoECHE Reports
Number of learners provided with hearing aids	0	425	EMIS, MoECHE Reports
Number of learners provided with visual aids	0	425	EMIS, MoECHE Reports
Number of learners provided with crutches	0	365	EMIS, MoECHE Reports

4.3 Secondary Education

Secondary education in Somalia starts at the age of 14 and has a duration of four years from Form 1 to Form 4. The Federal Government of Somalia is committed to ensuring that students have equitable access to quality secondary education leading to improved learning outcomes. This sub-sector has two programs; (a) increasing equitable access to and completion of secondary education and (b) improving quality and relevance of secondary education, with are designed, along with appropriate strategies, to contribute to the achievement of the goal, “to provide equitable access to quality secondary education to all secondary school-aged children and youth”.

Goal: To provide equitable access to quality secondary education to all secondary school-aged children and youth

Program 3.1: Increasing equitable access to, and completion of secondary education

Program 3.2: Improving the quality and relevance of secondary education

Strategy 3.1.1: Establish and rehabilitate secondary schools

Strategy 3.2.1: Review the secondary education curriculum and provide resources for its implementation

Strategy 3.1.2: Create awareness on secondary and support pro-poor programs for vulnerable children

Strategy 3.2.2: Strengthen the capacity of teacher development and the teaching force

Strategy 3.2.4: Strengthen learning assessment systems in secondary schools

4.3.1 Program 3.1: Improving equitable access to and completion of secondary education

Whilst the GER for secondary education has improved substantially in recent years, it remains low at 26% in 2021, with this even lower amongst women at 18% according to EMIS data. Furthermore, the ESA exhibited high levels of repetition and dropout amongst secondary students, with the secondary completion rate, or gross enrolment in the final grade of secondary at 10% according to the ESA. This ESSP puts in place strategies that will be needed to guarantee that all children have equal access to secondary education, and to guarantee that they will finish the levels of formal education, to break cycles of intergenerational poverty and improve their opportunities later in life. The table below gives key measurable outcome indicators regarding equitable access to secondary education with baselines and targets set for the plan period.

Outcome: Equitable access to and participation in secondary education increased			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
GER of secondary schools	22% (18%F) (EMIS yearbook 2021)	30% (F30%)	MoECHE Reports, EMIS
NER of secondary education	14.2 % (F12.8%)	28% (F18%)	MoECHE Reports, EMIS
GPI of secondary education	0.68	0.8	MoECHE Reports, EMIS
Secondary completion rate	10.1%	14.7%	MoECHE Reports, EMIS

The following tables present indicators along with baselines and targets at output levels for the different strategies under Program 3.1.

Strategy 3.1.1: Establish and rehabilitate secondary schools

Key Interventions/Activities			
Conduct a study on existing educational barriers to secondary education Construct new public secondary schools in underserved areas Construct new classrooms in existing secondary schools Renovate existing classrooms for public secondary schools			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of studies conducted	NA	1	MoECHE reports
Number of new secondary schools constructed	NA	35	MoECHE and EMIS reports
Number of new secondary classrooms constructed	NA	270	MoECHE and EMIS reports
Number of secondary classrooms rehabilitated	NA	328	MoECHE and EMIS reports

Strategy 3.1.2: Create awareness on secondary education and support pro-poor programs for vulnerable children

Key Interventions/Activities			
Establish and provide capacity building to CECs in secondary schools Conduct secondary school awareness campaigns Provide dignity kits for girls in secondary schools Provide scholarships to disadvantaged groups including girls and CwD			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of schools receiving secondary scholarships	NA	6,250	State MoE reports, MoECHE reports
Number of awareness campaigns conducted	NA	140	State MoE reports, MoECHE reports
Number of girls supported through the provision of dignity kits	NA	3,500	State MoE reports, MoECHE reports, EMIS
Number of capacity building workshops for secondary CECs held	NA	5	State MoE reports, MoECHE reports

4.3.2 Program 3.2: Improve the quality and relevance of secondary education

The expected outcome of this program is that all secondary school students receive quality secondary education. The quality of secondary education has been gradually improving with the unification of the curriculum and the creation of unified examination. The ESSP plans to continue these efforts by equipping schools with higher quality materials, including teachers, to aid them in delivering quality education. The secondary curriculum will be reviewed, through the holding of workshops and consultations, with a particular outlook to improving its inclusion of STEM topics. Teachers will be trained on this new curriculum, both in-service and pre-service. More materials will be provided to schools, including textbooks, through the distribution of teacher and learning materials, helping to reduce high pupil-textbook ratios observed. The teacher training curriculum will also be reviewed to ensure it is aligned to the reviewed curriculum. Finally, the examination system will be strengthened, including through training of staff and standardization of examination grading. The table below summarizes the outcome level indicators with baselines, targets, and means of verification for quality and relevance of secondary education.

Outcome: Quality of secondary education improved.			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Percentage of Grade 12 students who pass the national exams	74%	90%	EMIS, MoECHE Reports

The following tables present indicators along with baselines and targets at output levels for the different strategies under Program 3.2.

Strategy 3.2.1: Review the secondary education curriculum and provide resources for its implementation

Key Interventions/Activities			
Update the existing secondary education curriculum to include STEM Provide teachers' guides to teachers Distribute textbooks to secondary students in public secondary schools Procure and distribute appropriate TLMs to public secondary schools Construct and equip science laboratories in selected public secondary schools Establish and equip libraries with relevant supplementary materials at selected public secondary schools Conduct annual state-level secondary science exhibition			
Indicators	Baseline (2020)	Targets (2026)	Source
Secondary education curriculum updated to include STEM	No	Yes	Curriculum Documents, Activity Report
Number of secondary teachers receiving curriculum and teachers guides	NA	400	EMIS, MoECHE reports
Total number of secondary textbooks distributed	NA	480,000	EMIS, Activity Report, JRES
Number of secondary schools receiving school-level TLM	NA	132	EMIS, Activity Report, JRES
Number of laboratories constructed in secondary schools	NA	10	EMIS, State MoE reports, MoECHE reports
Number of libraries established and equipped in secondary schools	NA	70	EMIS, State MoE reports, MoECHE reports
Number of science exhibition conducted	NA	7	EMIS, Activity Report, JRES

Strategy 3.2.2: Strengthen the capacity of teacher development and the teaching force

Key Interventions/Activities			
Recruit secondary school teachers and deploy equitably and address gender equality Provide allowance to female schoolteachers, especially those who work in remote regions Establish a training college for training of secondary school teachers Provide scholarships for pre-service secondary teacher training with more female slots at Jubbaland teachers college Train secondary school teachers through in-service teacher training Conduct teacher proficiency assessment License qualified secondary school teachers Roll out secondary teacher performance assessment and evaluation plan			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of secondary teachers recruited	NA	316	EMIS, State MoE reports, MoECHE reports
Number of female teachers receiving allowances	NA	40	EMIS, MoECHE reports, State MoE report
Number of secondary teacher training colleges constructed	NA	1	EMIS, State MoE reports, MoECHE reports
Number of teachers awarded scholarships	NA	800	State MoE reports, MoECHE reports
Number of secondary teachers trained in-service	NA	1150	State MoE reports, MoECHE reports
Number of TPT assessments conducted	NA	5	State MoE reports, MoECHE reports
Number of qualified secondary teachers licensed	NA	300	MoECHE reports
Number of workshops held to roll out secondary teacher performance assessment	NA	25	MoECHE reports

Strategy 3.2.3: Strengthen learning assessment systems in secondary schools

Key Interventions/Activities			
Establish learning assessment data bank with appropriate technology Standardized national examination grading Train staff in the examination department on the administration of exams			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Learning assessment data bank created	No	Yes	MoECHE reports, Examination department
National examination grading standardized	No	Yes	MoECHE reports, Examination department
Number of examination department staff trained	NA	50	MoECHE reports

4.4 Accelerated Basic Education

Accelerated Basic Education (ABE) is a formal basic education program that gives access to education for over-age out-of-school children in an accelerated time frame. ABE is a modified form of primary cycle enabling overage out-of-school children to complete the primary school curriculum within four years instead of the eight years normally required for primary. Following completion of the ABE programs, students are able to sit for the grade 8 primary national examination and obtain a primary certificate. This formal approach helps to ensure basic education opportunities for overage, disadvantaged and the hard-to-reach children in Somalia. ABE is important and will play a critical role in overcoming inequities in the community and in supporting the achievement of key national development goals for Somalia. The following table summarizes the programs and the strategies of the ABE program.

Goal: To provide access to quality accelerated basic education to all overage out-of-school children	
Program 4.1: Enhance access to ABE	Program 4.2: Strengthen the quality of ABE teaching and learning
Strategy 4.1.1: Expand platforms for delivery of ABE and raise community participation	Strategy 4.2.1 Build the capacity of ABE teachers Strategy 4.2.2: Provide appropriate teaching and learning resources for ABE

4.4.1 Program 4.1: Increasing access to ABE for overage out-of-school children

Presently, ABE access is provided centrally by partners and therefore is limited. Through this ESSP, the MoECHE commits to expanding access to ABE in order to encompass larger proportion of OOSC. At the outcome level, access to ABE will be expanded for ABE students with a target of 250,000 children enrolled in ABE and 180,000 children completing the full ABE cycle. By the end of the plan period, the proportion of female students enrolled in ABE centres will be 40%. The achievement of these objectives will require expanding primary education schools with appropriate facilities to accommodate ABE, increase the number of ABE teachers, improving community awareness on the importance of ABE, and strengthening coordination and management of ABE. The table below indicates the key measurable indicators with baselines and targets set for the plan period at outcome level:

Outcome: Access to ABE increased			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of children and youth enrolled in ABE centres	40,440	250,000	EMIS
Cumulative number of children who complete full ABE cycle disaggregated by gender and location	NA	180,000	EMIS
Proportion of female students enrolled in ABE centres	NA	50 %	Activity reports & EMIS

The following tables present indicators along with baselines and targets at output levels for the different strategies under Program 4.1.

Strategy 4.1.1: Establish platforms for delivery of ABE and raise community participation

Key Interventions/Activities			
Conduct assessment to identify the areas with high number of out of school children Develop communication and community outreach strategy for ABE Conduct ABE community awareness campaigns Provide school feeding program to ABE students			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of needs assessments conducted	NA	1	MoECHE & Partners Reports
Communication and community outreach strategy developed and endorsed	No	Yes	Partners reports, MoECHE reports
Number of community awareness campaigns conducted	NA	30	State MoE reports, MoECHE reports
Number of learners benefiting from school feeding	NA	7,500	State MoE reports, MoECHE reports

4.4.2 Program 4.2: Strengthen the quality of ABE teaching and learning

In committing to expanding access, the MoECHE further commits to ensuring quality in new and existing ABE institutions. Central to this is the provision of teaching and learning materials, including textbooks and teacher guides, which will be provided for all teachers and students in the ABE system in Somalia. This will also include the training of ABE teachers and the accommodation of more teachers through the provision of a stipend, with a particular focus on female teachers. The following tables show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 4.2. The table below shows the key measurable outcome indicators with baselines and targets set for the plan period.

Outcome: Quality of ABE improved			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Average score of Level 4 ABE students in Grade 8 National Examination	NA	TBD	Activity Reports, Curriculum De
Average score of Level 1 ABE students in learning assessment	NA	TBD	Activity Report, Dept of Quality Assurance

The following tables present indicators along with baselines and targets at output levels for the different strategies under Program 4.2.

Strategy 4.2.1: Build the capacity of ABE teachers

Key Interventions/Activities			
Provide in-service training for ABE teachers with 50% female Provide stipends for primary teachers to provide ABE education			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of ABE teachers trained in-service	NA	421	State MoE reports, MoECHE report, Partner reports
Number of ABE teachers receiving stipend	NA	1,573	State MoE reports, MoECHE report, Partner reports

Strategy 4.2.3: Provide appropriate teaching and learning resources for ABE

Key Interventions/Activities			
Build capacity of MoECHE's and FMSs staff on developing radio-based programs for ABE Develop radio-based programming for ABE distance learning in rural areas Provide textbook to ABE learners Provide appropriate teaching and learning materials to ABE schools Train teacher on development and usage of ABE teaching and learning materials Provide radios for distance learning to children in rural areas Distribute curriculum to ABE teachers			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of MoECHE and FMSs staff/experts trained on developing radio-programs for ABE distance learning	0	6	MoECHE Report
Number of radio-based programming for ABE distance learning in rural areas developed	NA	1	Curriculum Documents, Activity Reports
Total number of ABE textbooks distributed	NA	89,200	Curriculum Documents, Activity Reports
Number of schools receiving appropriate teaching and learning materials	NA	450	State MoE reports, MoECHE report
Number of teachers trained on ABE materials	NA	421	State MoE reports, MoECHE report
Number of radios for children in hard to reach areas procured and distributed	0	44,004	State MoE reports, MoECHE report
Number of ABE teachers receiving curriculum	NA	400	State MoE reports, MoECHE report

4.5 Education in Emergency

In addition to the protracted crisis caused by decades of civil war, Somalia is constantly at risk of environmental emergencies including recurrent drought, floods, clan conflicts, and disease outbreaks. As a result, education in the country is severely impacted, exacerbating the already low enrolments for the most vulnerable children such as girls, rural communities, children with disabilities, refugees and IDPs. The vulnerable children are at high risk of losing their right to education, due to exposure to violence, natural disasters and other social or political risks. These emergencies always put extra pressure on the government and its partners to provide basic services, such as education, to affected children. The government recognizes the linkages between education, vulnerability and resilience and is committed to utilizing education to promote equity, support peacebuilding and strengthen resilience in fragile and conflict-affected contexts. As such, the ESSP is aligned with the national education policy which is part of the wider reform of the education system of the Federal Government's broader initiative for the reconstruction and economic development after years of civil war and instability.

In light of the above, the following program (a) Sustain education services in emergencies is designed to address key factors underpinning fragility and the resilience of communities to cope with and recover from emergencies in order to achieve the goal: "to ensure that all emergency-affected school-age girls and boys, including IDPs, continue to get uninterrupted access to safe and quality education in emergencies."

Goal: To ensure that all emergency-affected school-age girls and boys, including IDPs, continue to get uninterrupted access to safe and quality education in emergencies.

Program 5.1: Sustain educational services during emergencies

Strategy 5.1.1: Strengthen policy and coordination environment for EiE

Strategy 5.1.2: Support early warning and community responses to emergencies

Strategy 5.1.3: Provide materials support to affected learners to avert emergency-caused dropouts

Strategy 5.1.4: Develop and implement safe schools declaration to protect education from attack

4.5.1 Program 5.1: Sustain educational services during emergencies

In Somalia, insecurity and violence remain an ongoing threat to learners, facilities, and education personnel. For instance, in areas liberated from Al-Shabab or where communal conflicts exist, school communities including children are at risk and affected. By the end of this ESSP, the education system will put in place a functioning mechanism that will allow education services to be maintained during an emergency so that children don't lose their right to access education. This will be achieved through strengthening the enabling environment for EiE, including the development of an EiE policy framework and associated dissemination. Additionally, response mechanisms will be strengthened including the establishment of mobile schools and temporary learning centres as well as the provision teaching and learning materials in cases of emergency. The abilities of teachers, administrators and ministry personnel to respond to emergencies will be improved through the provision of targeted training opportunities. The plan will also seek to develop an implementation strategy for the Safe Schools Declaration, of which Somalia is a signatory, and ensure that its principle of protecting education from attack is practiced by communities and educational personnel.

The following tables show the detailed outputs, indicators, baselines, targets, means of verification and the key activities interventions for each strategy under program 5.1.

Strategy 4.1.1: Establish platforms for delivery of ABE and raise community participation

Key Interventions/Activities			
Develop an emergency EiE policy framework including EiE taskforce structure and mandate Disseminate EiE policy framework Conduct mapping assessment for emergency prone areas Establish and orient EiE taskforce committee consisting of authorities and partners Conduct ad hoc coordination meetings with stakeholders Develop and disseminate a contingency plan			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
EiE policy framework including taskforce structure and mandate developed	No	Yes	Activity Reports, MoECHE Reports
Number of EiE policy dissemination workshops held	NA	2	Activity Reports, MoECHE Reports
Number of mapping exercises conducted	NA	5	State MoE Reports, MoECHE Reports
EiE taskforce committee established	No	Yes	MoECHE Reports, Partner Reports
Number of coordination meetings held with stakeholders	NA	50	State MoE Reports, Activity Reports, MoECHE Reports
Contingency plan developed and disseminated	No	Yes	Activity Reports, MoECHE Reports

Strategy 5.1.2: Support early warning and community response to emergencies

Key Interventions/Activities			
Conduct awareness campaigns for at-risk communities Construct temporary learning centres in affected areas Rehabilitate damaged learning centres Establish mobile schooling in hard-to-reach areas Conduct quarterly education in emergency coordination meetings Establish, orient, and train EiE task force consisting of other ministries and development partners Procure and distribute teaching and learning materials to affected learners Train EiE unit staff and cluster members on emergency responses (preparedness, response, planning) Train teachers on emergency and safety measures (including psycho-social support)			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of community awareness campaigns conducted	0	20	State MoE Reports, MoECHE Reports, Activity Reports
Number of temporary learning structures constructed	NA	184	State MoE Reports, MoECHE Reports, Activity Reports
Number of damaged learning centres rehabilitated	NA	170	State MoE Reports, MoECHE Reports, Activity Reports
Number of mobile schools established	0	16	State MoE Reports, MoECHE Reports, Activity Reports
Number of coordination meetings held	NA	15	State MoE Reports, MoECHE Reports, Activity Reports
Number of EiE units established	NA	3	State MoE Reports, MoECHE Reports, Activity Reports
Number of students receiving learning materials	NA	10,000	State MoE Reports, MoECHE Reports, Activity Reports
Number of trainings held for EiE unit staff and cluster members	NA	3	State MoE Reports, MoECHE Reports, Activity Reports
Number of workshops held to train teachers on emergency response	NA	9	State MoE Reports, MoECHE Reports, Activity Reports

Strategy 5.1.3: Provide materials support to affect learners to avert emergency-caused dropouts

Key Interventions/Activities			
Provide dignity kits to girls in affected schools Provide school feeding in affect schools Provide WASH supplied to affected schools			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of girls receiving dignity kits	0	1,000	State MoE Reports, MoECHE Reports, Activity Reports
Number of students benefiting from school feeding	NA	2,000	State MoE Reports, MoECHE Reports, Activity Reports
Number of schools receiving WASH supplies	NA	200	State MoE Reports, MoECHE Reports, Activity Reports

Strategies 5.4.1 Develop and implement safe school declaration to protect education from attack

Key Interventions/Activities			
Develop implementation strategy for Safe Schools Declaration Establish school level monitoring and reporting mechanisms for violence against schools/personnel Sensitize education personnel and communities on the Safe Schools Declaration			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Implementation strategy for safe schools' declaration developed	No	Yes	MoECHE Reports
Number of education personnel trained on Safe Schools Declaration	NA	2,500	State MoE Reports, MoECHE Reports

4.6 Adult Education

Comparing the most recent data for selected African countries, Somalia has the third-lowest literacy rate (40 percent) in the region, only higher than South Sudan (27 percent) and Ethiopia (39 percent). There is a notable gender gap of 7.4 percent observed between males and females aged 15 years and above in literacy rates, with females less likely to be literate than males/ This may be since parents prefer to send boys to school leaving girls at home to help with household chores. As a result, low literacy levels for women in Somalia reduce their ability to participate in formal employment and therefore, are more likely to remain vulnerable. In terms of residency, adults in urban areas are more literate at 64.2% than those in rural areas at 27.5%. The nomadic population, due to their lifestyle, has the lowest rate at 12.1% while those in the IDP camps are at 32.8%. Literacy serves as a steppingstone, offering people the confidence to improve their lives. People equipped with good literacy skills are more likely to have higher self-esteem, better health, and employment opportunities, and earn higher wages than those with poor literacy skills. As such, the MoECHE is committed to expanding access to quality Adult Education opportunities, especially to women and people living in rural areas, as well as minority groups and IDPs

Goal: To provide access to equitable quality Adult Education for persons aged 18 years and above who did not get the opportunity to attend formal education

Program 6.1: Increasing Access to Adult Education

Program 6.2: Improving the quality of Adult Education

Strategy 6. 1.1: Increase communities' awareness and participation in adult education

Strategy 6.2.1: Develop quality and relevant curriculum for Adult Education

Strategy 6.2. 2: Provide teaching and learning resources to adult education centres

Strategy 6.2.3: Build the capacity of teachers for adult education

4.6.1 Program 6. 1: Increasing Access to Adult Education

Through improving access to adult education, the MoECHE will strive to improve the adult literacy rate from the current 40% to 45%. Along with this target, MoECHE seeks to enrol 75,000 adults across the country in adult education, with half of them being women. The MoECHE will expand adult education centres through the addition of adult shifts in existing schools and establishment of adult education centres in areas with high concentration of underserved population, (refugees, IDPs and women) as well as undertaking mass advocacy campaigns to communities to understand the importance of adult education. This will be complemented by the development of an Adult Education policy which will guide the development of the sub-sector. The table below shows the key outcome indicators with baselines and targets set for the plan period 2022 - 2026. While a baseline is not provided for the majority of activities due to the limited current role of the MoECHE in adult education, the MoECHE is committed to conduct a comprehensive assessment in the first year of the ESSP implementation to provide data required in the baseline.

Outcome: Participation of adults (18+) in adult education increased

Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
National literacy rate	40%	45%	Somali National Bureau of Statistics, School census, MOECHE Reports
Number of learners enrolled in adult classes	NA	75,000 (50% female)	EMIS, Activity reports
Number of learners enrolled from refugees, returnees and IDPs	NA	3,500 (50% female)	EMIS, Activity report
Number of learners with special needs enrolled	NA	1, 500 (50% female)	MoECHE Reports

The tables below indicate the output indicators, baselines, targets, means of verification and the key activities for each strategy under Program 6.1.

Strategy 6.1.1: Increase and expand adult education centres

Key Interventions/Activities			
Establish AE working groups Develop and endorse a national adult education policy Disseminate national adult education policy Conduct awareness campaigns for Adult Education Commemorate international literacy day Allocate public schools a night shift for adult education			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
AE TWGs operational	NA	3	State MoE Reports, MoECHE Reports
National adult education policy developed and endorsed	No	Yes	MoECHE Reports
Number of national policy dissemination workshops for AE policy held	NA	2	MoECHE Reports
Number of awareness campaigns conducted	NA	25	State MoE Reports, MoECHE Reports, Activity Reports
Number of literacy day events held	0	15	State MoE Reports, MoECHE Reports, Activity Reports
Public schools with AE night shift	NA	20	State MoE Reports, MoECHE Reports, Activity Reports

4.6.2 Program 6.2: Improving the Quality of Adult Education

Alongside the expansion in access, the MoECHE is committed to ensure that the Adult Education provided is of high quality. Provision of quality Adult Education is one of the priorities of MoECHE. To make this a reality, MoECHE will strive to employ three achievable strategies including curriculum development, the development of teaching and learning materials and the provision of trained teachers. On curriculum, the MoECHE will develop and implement an Adult Education curriculum framework while at the same time, procuring and distribute packages of TLMs to the centres. While acknowledging the deficit of teachers, MoECHE will improve the capacity of the existing teachers by providing training in line with the pedagogical skills need to work in adult classrooms. The Ministry also intends to improve the coordination and supervision of adult education through the establishment of adult education technical working groups under the Education Sector Committee. The table below shows the key outcome indicators with baselines and targets set for the plan period 2022 - 2026.

Outcome: Quality of adult education improved]			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Average score of adult learners in level 3 in learning assessment	NA	TBD	Learning Assessment reports
Number of adult learners benefiting from alternative learning options	NA	6,000 (50% female)	EMIS, MOECHE reports
Number of training materials developed for adult teachers	NA	1	MoECHE Reports, Partners report
Number of adult teachers trained in pedagogical skills	NA	200 (50% female)	MoECHE Reports, partners report EMIS

In view of the above, the tables below illustrate the output indicators, baselines, targets, means of verification and the key activities for each strategy under Program 6.2.

Strategy 6.2.1: Develop quality and relevant curriculum for Adult Education

Key Interventions/Activities			
Develop and endorse curriculum framework for adult education Develop Alternative learning options for adults (distance learning program) Develop training materials and train teachers on pedagogical skills in adult education Conduct learning assessments on adult education outcomes Conduct inspection/supervision on adult teaching and learning materials			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Adult education curriculum framework developed	No	Yes	Curriculum documents, MoECHE reports
Distance learning program developed and introduced as an alternative learning options for adults	No	Yes	Curriculum documents, MoECHE reports
Number of district trainings for teachers held on AE pedagogical skills	NA	73	State MoE Reports, MoECHE Reports
Number of AE learning assessments carried out	NA	5	State MoE Reports, MoECHE Reports
Number of supervision visits to AE institutions	NA	5	MoECHE Reports

Strategy 6.2.3. Provide teaching and learning resources to adult education centres

Key Interventions/Activities			
Provide stipends to teachers teaching adult classes Distribute AE textbooks Provide radios for distance learning to all AE centres			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of AE teachers receiving stipends	NA	1,247	State MoE Reports, MoECHE Reports
Number of adult education textbooks distributed	NA	26,250	State MoE Reports, MoECHE Reports
Number of radios distributed to AE centres	NA	2,500	State MoE Reports, MoECHE Reports

Strategy 6.2.3. Build the capacity of teachers for adult education

Key Interventions/Activities			
Provide in-service training for adult education teachers			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of AE teachers trained in-service	NA	647	State MoE Reports, MoECHE Reports

4.7 Technical Vocational Education and Training

Due to the prolonged civil war in the country, the education system and TVET was greatly fragmented leading to low skill development in the country. The sector is facing a myriad of challenges including a lack of unified curriculum, inadequately qualified instructors, and a lack of strong governing and regulatory system. With a young population, the average age being 33 years and near 100 per cent demographic dependency, there is a great demand for a varied set of skills. However, a huge gap exists in providing skills to youth to enable them to ultimately contribute to the socio-economic development of the country. The number of TVET centres in the country in 2020 was only 58 with the majority of these being managed by NGOs and 21% of them being in Banaadir Regional Administration – and generally only in the South-Central part of the country. This clearly indicates that there is limited access to TVET for the youthful population in the country which needs to be addressed. The commitment by the MoECHE to expand and strengthen the provision of TVET services is very crucial for responding to the training needs of youth and for the development of the country more broadly. Improve access to TVET will be coupled with improving the quality of TVET through development of a unified curriculum, strengthening the system and establishing strong management and regulatory mechanism for TVET.

Goal: To provide access to affordable, quality, and relevant Technical and Vocational Education (TVET) to all eligible youth and adults		
Program 7.1: Increase equitable access to TVET	Program 7.2: Enhance relevance and quality of TVET	Program 7.3: Improve governance and management of TVET
7.1.1: Promote TVET programs through social mobilization	7.2.1: Review TVET curricula and enhance capacity of instructors	7.3.1 Review and disseminate TVET policy and strategy
7.1.2: Expand the capacity of TVET centres	7.2.2: Equip TVET centres with appropriate training materials and resources	7.3.2: Build the capacity of TVET departments of FGS and FMS
		7.3.3: Develop and implement a qualification and quality assurance framework

4.7.1 Program 7.1: Increasing access to equitable TVET

In this program, the increase in access to TVET will be achieved through the construction and renovation of centres. An increase in enrolment of trainees from the current 8,701 to 30,000 will be achieved by the end of the plan period. The plan targets the construction of 21 new public TVET centres as well as the renovation of the current centres. The Ministry will also strengthen its advocacy and partnership in promoting TVET programs so as to achieve the ultimate goal of providing access to affordable, quality, and relevant Technical and Vocational Education and Training (TVET) to all eligible youth. The table below shows the outcome indicators with baselines and targets set for the plan period.

Outcome: Access to TVET programs increased			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of TVET students in public TVET centres	8,701	30,000	EMIS, TVET Department
Proportion of female enrolment in TVET	NA	50%	EMIS, TVET Department

The tables below highlight the intended outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 7.1.

Strategy 7.1.1: Promote TVET programs through social mobilization

Key Interventions/Activities			
Conduct social mobilization and awareness campaigns Conduct annual TVET expos/exhibitions Conduct annual career fairs for TVET graduate Establish and conduct public private partnership engagement to foster cooperation between TVET and industry Establish TVET industry cooperation including an apprenticeship program			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of awareness campaigns conducted	NA	25	State MoE Reports, TVET Department, MoECHE Reports
Number of expos/exhibitions held	NA	17	State MoE Reports, TVET Department, MoECHE Reports
PPP for TVET and industry established	No	Yes	TVET Department, MoECHE Reports
TVET industry apprenticeship programs established	No	Yes	TVET Department, MoECHE Reports

Strategy 7.1.2: Expand the capacity of TVET centres

Key Interventions/Activities			
Undertake comprehensive mapping on the existing TVET centres including equipment Construct and equip new technical professional schools Construct new TVET centres in least served areas Rehabilitate existing TVET centres Provide monthly running costs to TVET centres Procure and install solar system in TVET centres			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of mapping exercises conducted	0	1	MOECHE Reports
Number of technical professional schools constructed	0	5	MOECHE Reports, EMIS
Number of public TVET centres constructed	4	21	State MoE Reports, MOECHE Reports, EMIS
Number of TVET centres rehabilitated	0	35	State MoE Reports, MoECHE Reports, EMIS
Number of TVET centres provided with operational resources	NA	19	State MoE Reports, MoECHE Reports
Number of TVET centres connected to solar power	0	10	State MoE Reports, MoECHE Reports

4.7.2 Program 7.2: Enhancing relevance and quality of TVET Programs

The quality and relevance of TVET is essential to meeting the needs of the beneficiaries and the human capital needs of Somalia. The MoECHE will therefore improve the quality and relevance of the TVET programs by implementing a number of the strategies. It will review and harmonize all the 25 TVET programs based on the findings of the labour market survey. It will provide training to more than 200 instructors who are currently in the system. In addition to the construction and operationalization of one TVET teacher training institute, it will also provide upskilling opportunities to 455 instructors and provide TLMs to 68 centres in the FMSs by the end of the plan period. New TVET instructors will also be hired for existing and new institutions, as well as non-teaching staff to support the running of the newly built institutions. The table below shows the outcome indicators with baselines and targets set for the plan period.

Outcome: The quality and relevance of TVET programs enhanced			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Percentage of TVET centres with 75% or more qualified instructors	NA	75%	MoECHE Reports, EMIS
Percentage of TVET centres that are adequately equipped with the appropriate machines, tools, and training materials	NA	70%	MoECHE Reports, Partners Reports

The tables below highlight the intended outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 7.2.

Strategy 7.2.1: Review TVET curricular and enhance capacity of instructors

Key Interventions/Activities			
Conduct a labour market survey Develop TVET curriculum/programs with the participation of industry/private sector Construct and operationalize TVET Training Institute for training of TVET instructors Conduct tracer studies for TVET graduates Train TVET instructor on implementation of the updated curriculum Conduct training needs assessment for TVET instructors Provide scholarships for training of master trainers abroad Provide scholarships for local training of instructors Conduct skill upgrade training for TVET instructor, paying attention to gender balance			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of labour market surveys conducted	0	1	TVET Department, MoECHE Reports
Number of TVET curriculum/programs reviewed and updated based on the labour market survey and tracer studies.	0	3	TVET Document, Activity Reports
Number of packages of relevant TVET textbooks	0	68	MoECHE Reports, EMIS
Number of TVET Training Institutes constructed	0	1	MoECHE Reports, EMIS
Number of tracer studies conducted	NA	3	MoECHE Reports
Number of TVET instructors trained on the updated curriculum	NA	210	State MoE Reports, MoECHE Reports
Number of needs assessments conducted	NA	1	MoECHE Reports
Number of international scholarships awarded	NA	90	MoECHE Reports
Number of local scholarships awarded	NA	300	MoECHE Reports
Number of TVET instructors benefitting from skills upgrading	NA	455	State MoE Reports, MoECHE Reports

Strategy 7.2.2: Equip TVET centres with appropriate training materials and resources

Key Interventions/Activities			
Recruit non-teaching staff to TVET centres Licence qualified TVET instructors Recruit TVET instructors with a focus on female instructors Conduct needs assessment on availability of appropriate training materials in TVET centres Construct and equip computer labs in selected public training centres Provide appropriate and quality training and learning materials to selected training centres Provide tools and equipment to TVET centres			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of non-teaching staff recruited at TVET centres	NA	7	State MoE Reports, MoECHE Reports
Licensing system for TVET instructors created	No	Yes	MoECHE Reports
Number of TVET instructors recruited	0	135	State MoE Reports, MoECHE Reports, EMIS
Number of needs assessments conducted	NA	3	MoECHE Reports
Number of computer labs constructed	NA	7	State MoE Reports, MoECHE Reports
Number of TVET students receiving learning materials	NA	2,247	State MoE Reports, MoECHE Reports, EMIS
Number of TVET centres receiving equipment	NA	19	State MoE Reports, MoECHE Reports, EMIS

4.7.3 Program 7.3: Improve governance and management of TVET

The MoECHE is committed to establishing a strong regulatory framework for TVET in the ESSP 2022-2026 plan period in order to improve the governance and management of the TVET system. This will partly be through the development of a TVET policy as well as building the capacity of TVET departments at the FGS and FMS levels and establishing a regular coordination and information sharing platform for TVET. During this planning period, MoECHE plans to develop a national qualification framework for TVET as well as disseminate the framework and provide training to both administrators and instructors. The table below shows the outcome indicators with baselines and targets set for the plan period.

Outcome: TVET run, managed, and guided by a TVET Policy and a regulatory framework			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of TVET staff that have received training on the implementation of TVET Policy	NA	500	MoECHE Reports
Percentage of TVET centres that implement the TVET Policy	NA	68	MoECHE Reports

To achieve the end results, the tables below clearly illustrate the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 7.3

Strategy 7.3.1: Review and disseminate TVET policy

Key Interventions/Activities			
Develop and endorse national TVET policy and strategy Disseminate TVET policy and strategy Train staff and instructors on policy implementation			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
National TVET policy and strategy endorsed	No	Yes	TVET Department, MOECHE Reports
Number of policy dissemination workshops on TVET Policy and strategy conducted	NA	3	State MoE Reports, MOECHE Reports
Number of workshops with staff and instructors on TVET Policy conducted	NA	4	State MoE Reports, MOECHE Reports

Strategy 7.3.2: Build the capacity of TVET departments of FGS and FMS

Key Interventions/Activities			
Conduct capacity needs assessment on TVET staff at federal and FMS levels Provide capacity building to TVET staff based on needs assessment Train ministry staff and centre managers on management and accountability skills Benchmarking tours to other countries Conduct TVET coordination meetings to strengthen accountability and partnerships			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of capacity needs assessment conducted	0	1	MoECHE Reports
Number of capacity building workshops with TVET staff held	0	15	State MoE Reports, MoECHE Reports
Number of ministry staff and centre managers staff	NA	150	State MoE Reports, MoECHE Reports
Number of benchmarking tours	NA	10	State MoE Reports, MoECHE Reports
Number of coordination meetings held	NA	10	State MoE Reports, MoECHE Reports

Strategy 7.3.2: Develop and implement a qualification and quality assurance framework

Key Interventions/Activities			
Develop National Qualification Framework for TVET Develop quality assurance checklist for TVET centres Sensitize TVET staff and providers on implementation of the NQF Train staff on monitoring and supervision based on the Quality Assurance Framework Conduct yearly monitoring and supervision exercises			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
National Qualification Framework developed	No	Yes	MoECHE Reports
Quality assurance checklist for TVET centres developed	No	Yes	MoECHE Reports
Number of policy dissemination workshops for the NQF held	NA	5	State MoE Reports, MoECHE Reports
Number of quality assurance officers trained	NA	20	State MoE Reports, MoECHE Reports
Number of monitoring exercises conducted	NA	5	State MoE Reports, MoECHE Reports

4.8 Higher Education

Higher Education will play a critical role in providing the development of knowledge, skills and professional competencies needed to equip Somali youth to contribute to the future development, economic growth and stability of the country. Somalia places high priority on improving equitable access to higher education and improving relevance and quality of the programs on offer. To this end, the government is committed to addressing barriers to access to higher education by improving opportunities for most of the marginalized and at-risk youth in the country. In addition, the government has established a National Commission for Higher Education (NCHE), mandated to ensure relevance and quality standards in higher education through the development and implementation of relevant quality assurance frameworks and standards. Considering these commitments, the sub sector will pursue three programs during the 2022-2026 plan period, and the programs include: (a) increasing participation in higher education, (b) improving relevance and quality of higher education, and (c) improving governance of higher education. The overall goal of these programs is “To enhance access to quality and inclusive higher education to enable youth participation.”

Goal: To enhance access to quality and inclusive higher education to enable youth participation.

Program 8.1 Increasing participation in higher education	Program 8.2 Improving the relevance and quality of higher education	Program 8.3 Improving governance of higher education
8.1.1 Expand Somalia National University to EMS	8.2.1 Strengthen quality assurance in higher education	8.3.1 Build the capacity of the NCHE and HE personnel
8.1.2 Provide scholarships to students from vulnerable and disadvantaged groups	8.2.2 Strengthen research and innovation in higher education	
	8.2.3 Strengthen the integration of ICT in higher education	
	8.2.4 Restore and operationalize the Somali National Library	

4.8.1 Program 8.1: Increasing participation in higher education

This program will focus on expanding the capacity of higher education to take up more students, premised on the need to give opportunities to the youth from rural dwellings to access higher education. This will centrally be done through the expansion of the Somali National University to the FMS member states through the construction of new campuses, predicted on an agreed criteria for determining their location. Apart from the construction of new campuses, this strategy will involve the rehabilitation of existing campuses, to make them operational. The plan will also seek to develop a PPP strategy that will create more room for the private sector to participate in development and expansion of public facilities. In addition to expansion of SNU campuses, increasing enrolments will call for other innovative approaches that can motivate students in lower levels to want to join higher education. The plan will increase scholarships to disadvantaged youth, both local and international. To ensure transparency and inclusion of the vulnerable and disadvantaged groups, the plan will develop a strategy with clear implementation guidelines, especially in the selection criteria. To encourage and deliberately increase participation of more females in higher education, the plan will pursue the reduction of entry points to the university by reasonable thresholds, to correct the imbalance in participation. Below is a summary of key activities and associated indicators together with their baselines, targets and means of verification.

Outcome: Enrolment in higher education increased			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of students enrolled in higher education	94,500	300,000	MoECHE Reports/ EMIS
Number of female students enrolled at the SNU	633 (2020/21 SNU data)	1,033	MoECHE Reports, SNU Reports

To achieve the end results, the tables below clearly illustrate the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 8.1.

Strategy 8.1.1: Expand Somali National University to the Federal Member States

Key Interventions/Activities			
Develop selection criteria for establishment of new campuses in consultation with FMSs Construct SNU campuses according to selection criteria Rehabilitate existing SNU campuses Develop and disseminate PPP strategy			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Selection criteria for establishment of new campuses developed	No	Yes	MoECHE reports, EMIS
Public private partnership mechanism and guidelines developed	No	Yes	MoECHE Reports
Number of SNU Campuses constructed	0	1	MoECHE reports, EMIS
Number of SNU campuses rehabilitated	0	3	MoECHE reports, EMIS

Strategy 8.1.2: Provide scholarships to students from vulnerable communities

Key Interventions/Activities			
Develop scholarship strategy and implementation guidelines including selection criteria Provide international scholarships Provide local scholarships Review and reduce higher education admission pass mark for female students			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Scholarship strategy and implementation guidelines developed	No	Yes	MOECHE Report/ Activity Report
Number of students receiving international scholarships	400	2,400	Higher education department, JRES, Higher education commission
Percentage of female students receiving international scholarships	0	1	MoECHE reports, EMIS
Number of SNU campuses rehabilitated	NA	50%	Higher education department, JRES, Higher education commission
Number of students receiving local scholarships	250	1,250	Higher education department, JRES, Higher education commission
Guideline for female students' admission developed and adopted	No	Yes	Higher education department, JRES, Higher education commission

4.8.2 Program 8.2: Improving the quality and relevance of higher education

This program will focus on quality assurance mechanisms and capacity to assure quality across higher education institutions in the country. The 2021 ESA highlighted the dire need for capacity to conduct quality assurance in higher education, the young commission for higher education's initial assessment revealing apprehension from compliance by some private universities, which host nearly all the students in higher education. Creating mechanisms that bring these institutions into a single standards fold will be a high priority in this plan. These mechanisms will include the development of a national qualification's framework and the training of NCHE staff. Alongside the qualification's framework, the plan will support the development of minimum standards that will regulate the offer of university programs. Once developed, the plan will facilitate the training of heads of department and faculty from universities - with priority to faculties offering education - on the quality standards.

This program will also include the renovation of the Somali National Library to support students across all levels, but particularly in higher education, to enrich and deepen their studies. The Somali National Library will be rehabilitated and equipped to restore it to its former state, where the public can have access to historical and cultural archives as well as contemporary education materials. Apart from the rehabilitation, the plan will support recruitment of additional staff to ensure library services can be provided optimally for those who use them. The plan will also support the establishment of a digital management system for materials in the library to improve efficiency. The existing and new staff will also be trained in the management of library services to ensure seamless service delivery by the humans and systems available in the library.

Below is a summary of key activities under this strategy, associated indicators together with their baselines, targets and means of verification.

Outcome: Relevance and quality of higher education improved			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Percentage of universities that implemented the HE Qualification Framework	NA	30%	NCHE Reports
Percentage of universities implementing the HE Standards	NA	35%	NCHE Reports
Percentage university staff that are trained in quality assurance	NA	60%	NCHE Reports

To achieve the end results, the tables below clearly illustrate the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 8.2.

Strategy 8.2.1: Strengthen quality assurance in higher education

Key Interventions/Activities			
Develop a higher education qualification framework Develop minimum standards for university programs Train heads of department and faculty on Quality Assurance			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Higher education qualification framework developed and adopted	No	Yes	Activity Reports, NCHE Reports
Minimum standards for university programs developed	No	Yes	Activity Reports, NCHE Reports
Number of quality assurance trainings conducted	0	5	Activity Reports, NCHE Reports

Strategy 8.2.2: Strengthen research and innovation in higher education

Key Interventions/Activities			
Allocate funds for research and innovation in HE Establish partnerships with international research institutions			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Partnerships with international research institutions established	No	Yes	Activity Reports, NCHE Reports
SNU budget dedicated to research and innovation	No	Yes	Activity Reports, NCHE Reports

Strategy 8.2.3: Strengthen the integration of ICT in higher education

Key Interventions/Activities			
Provide ICT infrastructure and facilities to SNU campuses Provide ICT training to heads of department and faculty members			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
SNU campuses provided with ICT infrastructure	0	2	Activity Reports, NCHE Reports
ICT trainings held for heads of department and faculty members	NA	5	Activity Reports, NCHE Reports

Strategy 8.2.4: Restore and operationalize the Somali National Library

Key Interventions/Activities			
Rehabilitate and equip the Somali National Library Recruit qualified SNL staff Establish digital SNL management system Train SNL staff			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
SNL rehabilitated and equipped	NA	1	Activity Reports, NCHE Reports
Staff at SNL	NA	25	Activity Reports, NCHE Reports
Digital SNL management system established	NA	1	Activity Reports, NCHE Reports
Number of trainings held for SNL staff	NA	2	Activity Reports, NCHE Reports

4.8.3 Program 8.3: Improving governance of higher education

This program will focus on improving the governing structure for higher education, particularly on strengthening the capacity of the NCHE. Capacity building trainings will be offered and will focus principally on quality assurance frameworks that can be used in the context of Somalia to ensure quality outputs and processes from higher education institutions. In addition to the in-country training, the plan will accommodate study tours expected to expand the experience of the commissioners to practical quality assurance mechanisms. Equally important will be the assurance of autonomy of the commission to regulate higher education institutions, to which end the plan will support the construction of offices for the commission, including the equipment of the said offices. To achieve the end results, the tables below clearly illustrate the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 8.3.

Strategy 8.3.1 Build the capacity of the NCHE and HE personnel

Key Interventions/Activities			
Construct NCHE headquarters Conduct annual capacity building training for higher education commission personnel Provide training to HE staff and SNU administrators on leadership and management Organize study tours for members of the commission			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
NCHE Headquarters constructed	No	Yes	MoECHE Reports
Number trainings conducted for NCHE staff	NA	15	MoECHE Reports, NCHE Reports
Number of trainings for HE staff and SNU administrators conducted	NA	5	MoECHE Reports, NCHE Reports
Number of study tours arranged for NCHE staff	1	2	MoECHE Reports, NCHE Reports

4.9 Governance, system management, capacity development and enhancing EMIS

Since the establishment of the Somalia Federal Government in 2012, rebuilding of public systems has occupied a central position in the agenda of the government. This has been the case in all government sectors, including education. Strengthening governance and enhancing institutional integrity in the education sector is, therefore, a critical step towards harmonizing national education goals and objectives. The government is committed to tackling some of the governance and accountability challenges identified in the ESSP analysis including the lack of clarity in the MoECHE structure, the limited nature of decentralization of educational responsibilities and weak capacity of education officials. This will be accomplished through two key programs during the 2022-2026 plan period, including: (a) Enhance capacity for management of education, and (b) Strengthen decentralization and enhance service delivery.

Goal: Enhance governance, system management and capacity of the education sector.	
Program 9.1 Enhance capacity for management of education	Program 9.2 Strengthen decentralization and enhance service delivery
9.1.1 Revise the organizational structure of MoECHE and departmental functions and come up with clear roles and responsibilities	9.2.1 Strengthen the decentralization of education functions
9.1.2 Build the management capacity of staff in all sub-sectors	9.2.2 Strengthen service delivery across all schools in the sector
9.1.3 Strengthen the Education Management Information System	9.2.3 Strengthen transparency, accountability and cooperation in education

4.9.1 Program 9.1: Enhance capacity for management of education

The Federal Government of Somalia recently adopted the General Education Law, 2021, which provides a clear definition of objectives of education in the country and functions that each department and agency in the sector has to perform in the delivery of education. The ESSP will support the review of the organizational structure of the sector together with roles and responsibilities, to reflect the changes made in the General Education Law, 2021. Additionally, this program will focus on enhancing governance in the education sector through inter-ministerial forums, federal regulations, and signed MoUs with Federal member states to develop common understanding and strengthen the institutional capacity of the ministries. It will also focus on improving the technical capacity of the staff who in turn are expected to enhance the decentralisation of education service delivery nationwide. Finally, it will seek to improve the capacity of the EMIS through trainings for staff as well as expansion of technical capabilities. The table below shows the outcome indicators with baselines and targets set for the plan period.

Outcome: Improved governance and management in the education sector			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
# of inter-ministerial forums conducted	5	15	MoECHE Reports, JRES
Percentage of staff that fully understand and implement guidelines and agreements	NA	65	MoECHE Reports, JRES
# of guidelines and agreements developed and implement	NA	10	MoECHE Reports

To achieve the end results, the tables below clearly illustrate the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 9.1.

Strategy 9.1.1: Revised the organizational structure of MoECHE and departmental functions and come up with clear roles and responsibilities

Key Interventions/Activities			
Develop guidelines for the management of off-budget funds Develop school code of conduct Develop IT based finance system for FGS and FMS Review and revive MoECHE financial and procurement manual Develop IT based procurement system for FGS and FMS Review and approve HR manual Review and upgrade the existing HR database for ministry personnel Review and update the IT based HR system for FGS Review the national education policy and develop associated implementation plans Disseminate various policies, regulations, and guidelines Develop TVET-industry linkage and internship programs Review standard operating procedures based on endorsed guidelines			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Guidelines for management of off-budget funds developed	No	Yes	MoECHE Reports
School code of conduct developed	No	Yes	MoECHE Reports
IT based finance system for FGS and FMS developed	No	Yes	State MoE Reports, MoECHE Reports
MoECHE financial and procurement manual revised	No	Yes	MoECHE Reports
IT based procurement system for FGS and FMS developed	No	Yes	State MoE Reports, MoECHE Reports
HR manual reviewed and approved	No	Yes	MoECHE Reports
IT based HR system for FGS reviewed and upgraded	No	Yes	State MoE Reports, MoECHE Reports
National education policy reviewed and implementation plans developed	No	Yes	MoECHE Reports
Number of policy dissemination workshops held	NA	82	State MoE Reports, MoECHE Reports
SOPs reviewed	No	Yes	MoECHE Reports

Strategy 9.1.2: Build the management capacity of staff in all sub-sectors

Key Interventions/Activities			
Exposure visits for knowledge exchange Train finance unit on financial procedures Implement federal finance and procurement manuals Conduct capacity assessments to identify capacity gaps for ministry staff Develop capacity building strategy for Ministry staff Conduct refresher training for junior staff on efficient service delivery Conduct planning and financial management training for finance department staff Conduct leadership and management training for senior staff Induct ministry personnel on the HR manual and policy Organize targeted training opportunities based on the assessment (short- and medium-term courses and workshops) Train Ministry personnel on the revised structure, functions, and job descriptions			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of persons engaging in exposure visits	NA	10	MoECHE Reports
Number of workshops with finance units	NA	5	MoECHE Reports
Number of capacity assessments conducted	NA	2	MoECHE Reports
Capacity building strategy developed	NA	Yes	MoECHE Reports
Number of workshops for junior staff held	NA	4	MoECHE Reports
Number of capacity building workshops for finance department staff held	NA	1	MoECHE Report
Number of leadership and management trains for senior staff held	NA	5	MoECHE Reports
Number of targeted training opportunities held	NA	5	MoECHE Report
Number of trainings on revised MoECHE structure held	NA	2	MoECHE Reports

Strategy 9.1.3: Strengthen the Education Management Information System

Key Interventions/Activities			
Develop the EMIS policy Disseminate the EMIS policy Recruit and deploy EMIS staff to relevant office Develop training materials for EMIS Train EMIS staff and data collectors on expanded EMIS Procure ICT equipment to relevant EMIS offices Procure and deploy local servers with high storage capacity Establish a national education data dashboard to facilitate decision making, planning and monitoring using EMIS data at national and state levels Expand EMIS indicators to include all education sub-sectors (TVET, ABE, AE, ECE, HE)			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
EMIS policy developed	No	Yes	MoECHE Reports, EMIS Department
Number of policy dissemination workshops for EMIS policy held	NA	6	State MoE Reports, MoECHE Reports, EMIS Department
Number of EMIS staff to recruited	NA	40	State MoE Reports, MoECHE Reports, EMIS Department
Training materials for EMIS developed	No	Yes	MoECHE Reports
Number of EMIS staff and data collectors trained	NA	1,704	State MoE Reports, MoECHE Reports
Number of EMIS offices provided with equipment	NA	35	State MoE Reports, MoECHE Reports, EMIS Reports
Number of local servers procured and deployed	NA	2	MoECHE Reports, EMIS Reports
National education data dashboard established	No	Yes	MoECHE Reports, EMIS Reports
EMIS indicators expanded	No	Yes	EMIS Reports, MoECHE Reports

4.9.2 Program 9.2 Strengthen Decentralization and enhance service delivery

This program will seek to support the decentralization of education service delivery as it is envisaged under the General Education Law and the MoU signed between the FGS and the FMS. It will firstly seek to develop guidelines and standards for the functioning of this decentralized structure. Furthermore, it will include the construction and supply of decentralized offices at both the regional and district levels. It will further seek to build the quality assurance department through the recruitment of qualified staff, provision of trainings and improve materials to support their work. Lastly, as the decentralized structure becomes more precise, it will ensure that there are strong coordination and collaboration mechanisms between levels and development partners. To achieve the end results, the tables below clearly illustrate the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 9.2.

Strategy 9.2.1 Strengthen the decentralization of education functions

Key Interventions/Activities			
Develop guidelines and standards of operations on the decentralized functions, roles and responsibilities of districts Rehabilitate and equip Regional Education Offices Construct and equip district education offices in each district Recruit adequate staff for district offices Provide training on decentralized education management, government and accountability to DEOs Recruit technical advisors to be embedded at relevant departments Conduct yearly coordination and consultative meetings for education programs at all levels Hold education sector coordination meetings monthly Conduct annual JRES and produce state-level statistical yearbook Distribute vehicles to REOs and DEOs			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Guidelines and standards of operations on decentralized functions developed	No	Yes	MoECHE Reports
Regional Education Offices rehabilitated and equipped	NA	35	State MoE Reports, MoECHE Reports
District Education Offices constructed and equipped	NA	67	State MoE Reports, MoECHE Reports
District office staff recruited	NA	25	State MoE Reports, MoECHE Reports
Trainings provided to DEOs	NA	1	MoECHE Reports
Technical advisors recruited	NA	5	State MoE Reports, MoECHE Reports
Number of coordination meetings held	NA	80	State MoE Reports, MoECHE Reports
Trainings provided to DEOs	NA	1	MoECHE Reports
JRES conducted	No	Yes	MoECHE Reports
Number of vehicles distributed to REOs and DEOs	NA	38	State MoE Reports, MoECHE Reports

Strategy 9.2.2 Strengthen service delivery across all schools in the sector

Key Interventions/Activities			
Recruit a qualified staff with education background to the quality assurance department Provide capacity building for the staff in the quality assurance department Provide devices to facilitate data collection (tablets) Develop tools and conduct monitoring and supervision of all schools across subsectors			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of staff recruited to QA department	NA	50	MoECHE Reports
Number of training workshops for QA staff	NA	1	MoECHE Reports
Number of tablets procured	NA	100	State MoE Reports, MoECHE Reports
Number of monitoring visits conducted	NA	2,500	State MoE Reports, MoECHE Reports

Strategy 9.2.3 Strengthen transparency, accountability and cooperation in education

Key Interventions/Activities			
Conduct capacity gap assessment for managers and officers Provide capacity building of the CECs and head teachers on transparency and accountability mechanisms Conduct annual audit Conduct inter-ministerial coordination Develop a national financial resource mobilization strategy (both domestic and international)			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Capacity gap assessment conducted	NA	1	MoECHE Reports
Number of training workshops for CECs and headteachers conducted	NA	18	State MoE Reports, MoECHE Reports
Audits conducted	NA	5	MoECHE Reports
Coordination meetings conducted	NA	15	State MoE Reports, MoECHE Reports
Financial resource mobilization strategy developed	No	Yes	MoECHE Reports

4.10 Utilization and Integration of ICT in the Education System

The integration of ICT into the Somali education system provides a great opportunity to improve access in a country with many hard-to-reach, pastoralist, and nomadic communities. The MoECHE interest in ICT has further grown because of the COVID-19 pandemic. The Ministry has studied and evaluated how integrating ICT into education will establish more effective and inclusive education. Pre-existing blended learning programs in the country have proved useful yet have faced challenges related to low internet coverage. The provision of Blended learning, for both online and remote learning, has proved useful when the MoECHE developed lessons using these two approaches. However, there are challenges which arise from low internet coverage throughout the country. To provide equitable access to distance learning options, the MoECHE seeks services like radios and solar powered services to schools. The government's key goal in implementing this program will be "ICT fully integrated into the education system."

Goal: ICT fully integrated into the education system	
Program 10.1: Strengthening policy for ICT integration in education	Program 10.2: Integrate ICT in teaching, learning and assessment
10.1.1: Strengthen the policy environment for ICT integration	10.2.1: Provide ICT infrastructure in public primary, secondary, TVET centres and teacher training college 10.2.2: Enhance digital literacy among staff at the ministry and at the school level

4.10.1 Program 10.1: Strengthening policy for ICT integration in education

This program will focus on improving the enabling environment for the use of ICT in education by developing an ICT policy framework and ensuring its implementation. This will be achieved through policy dissemination workshops and will include the establishment of ICT sections in order to support implementation of the policy at the decentralized level. To achieve the end results, the tables below clearly illustrate the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under Program 10.1.

Strategy 10.1.1 Strengthen the policy environment for ICT integration

Key Interventions/Activities			
Develop ICT policy framework Disseminate ICT policy Establish a fully equipped ICT section			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
ICT policy framework developed	No	Yes	MoECHE Reports, Activity Reports
Number of policy dissemination workshops on ICT policy held	NA	7	MoECHE Reports, Activity Reports
Number of fully equipped ICT sections established	NA	1	MoECHE Reports, Activity Reports

This program will focus on the development of digitally literate students and teachers through the integration of ICT at the school level. This will include constructing computer labs in schools, as well as providing both electricity and internet in order to make them operational. Furthermore, great efforts will be targeted to the improvement and expansion of existing digital learning materials in order to both increase access to distance education options and ensure quality education is being delivered. to education Furthermore, staff, both in school and at the ministerial level, will be provided with trainings to enhance their technological abilities in more effectively and efficiently managing the sector.

4.10.2 Program 10.2: Integrate ICT in teaching, learning and assessment

Outcome: Utilization of ICT in teaching, learning, and assessment in primary and secondary school strengthened			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of digitally literate teachers in target schools	NA	1,000	MoECHE Reports
Number of digitally literate students in target schools	NA	160,000	MoECHE Reports
Percent of lessons/chapters in the curriculum prepared for distance learning	NA	100%	MoECHE Reports

Strategy 10.2.1 Provide ICT Infrastructure in public primary, secondary, TVET centres and Teachers Training Colleges

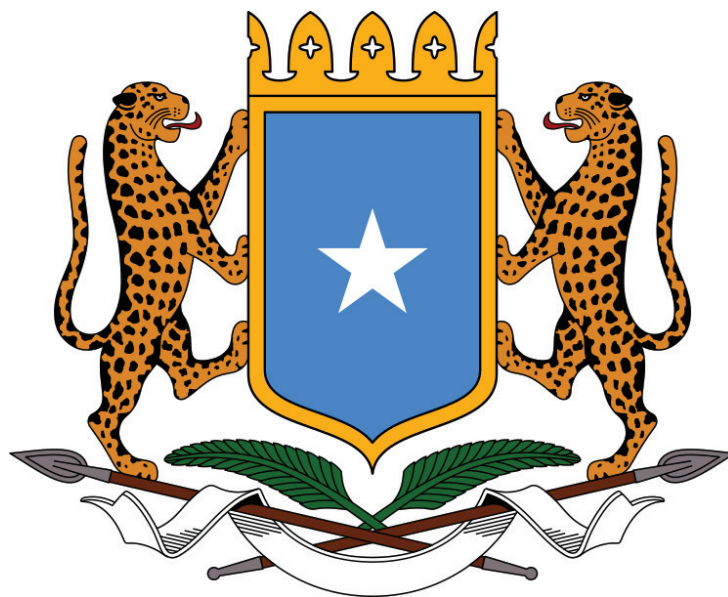
Key Interventions/Activities			
Construct and equip computer labs for public primary, secondary, TVET centres and Teachers Training Colleges Install electricity or solar power to selected public primary, secondary, TVET centres and Teacher Training Colleges Provide basic internet access for public primary, secondary, TVET centres and Teacher Training Colleges			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Number of public primary, secondary, TVET centres and Teacher Training Colleges with equipped computer labs	0	308	State MoE Reports, MoECHE Reports, Activity Reports, EMIS
Number of public primary, secondary, TVET centres and Teacher Training Colleges with electric or solar power access	0	385	State MoE Reports, MoECHE Reports, Activity Reports, EMIS
Number of public primary, secondary, TVET centres and Teacher Training Colleges with basic internet access	0	205	State MoE Reports, MoECHE Reports, Activity Reports, EMIS
TTI in Banaadir constructed and equipped	No	Yes	State MoE Reports, MoECHE Reports, Activity Reports

Strategy 10.2.2 Enhance digital literacy among staff at the ministry and school level

Key Interventions/Activities			
Develop digital literacy manuals for administrators and teachers Train ministry staff on the use of technology in the management of education services Train school administrators on the use of technology in school management Train teachers and administrators on digital literacy and distance learning platforms Improve digital and distance learning content for all subjects in primary and secondary curriculum			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Digital literacy manuals developed	No	Yes	MoECHE Reports
Number of ministry staff trained on the use of technology	NA	30	State MoE Reports, MoECHE Reports
Number of school administrators trained on the use of technology	NA	30	State MoE Reports, MoECHE Reports
Number of teachers and administrators trained on digital literacy and distance learning platforms	NA	1050	State MoE Reports, MoECHE Reports
Distance learning content available for all subjects in primary and secondary	No	Yes	Curriculum Department, MoECHE Reports

Chapter Five

Costing and Financing of the Plan



This chapter presents the projected costs of implementing the 2022-2026 Federal Education Sector Strategic Plan, inclusive of the costs of running the existing education system. In this way, the financing structure presented below includes both the cost of the activities proposed under the ESSP, as well as the cost of sustaining the current educational system. It must be noted that current funding to education in Somalia remains low, with a limited number of purely public schools in existence and a limited proportion of teachers on government payroll. Accordingly, this chapter presents predicted resources likely to be available to the sector, including government, through which the feasibility of implementing the plan while sustaining the existing system is presented.

5.1 Future economic outlook

The federal government of Somalia has maintained an upwards trajectory in terms of economic growth in recent years, driven by the new levels of relative stability and security in the country. This was briefly interrupted by the COVID-19 pandemic which led to international economic contractions; however, the economy is largely seen to have bounced back to continued growth. This growth is predicted to create a strong foundation for the plan implementation period, upon which the expansion of government commitment to educational financing is foreseen to occur. The economy is estimated to reach 4% annual growth by 2026, rising from the 3.3% recorded in 2020. This is expected to lead to a growth in GDP by over USD 1 billion over the plan period. Population, which is estimated to have been growing at a high rate of 2.9% is projected to continue growing at this rate, with the population expected to reach 19 million in 2026. This population growth, with the inherent youthfulness of the population, will continue to exert immense pressure on the government to deliver education services.

Table 1: Future macroeconomic outlook, 2022-2026

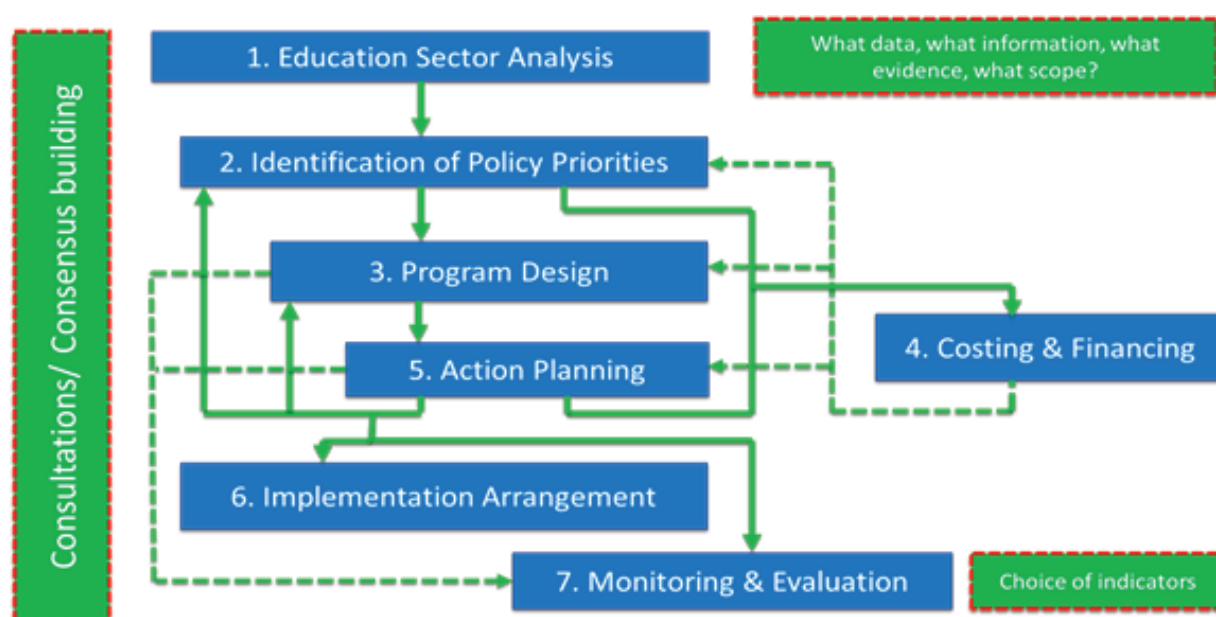
	2022	2023	2024	2025	2026
Total population (thousands)	16,828	17,316	17,818	18,335	18,867
GDP (constant Million USD)	7,457	7,730	8,021	8,332	8,666
Per capita GDP (USD)	916	922	930	939	949
Domestic Revenues (Million USD)	237	245	255	264	275
Domestically-generated revenues as % of GDP	3.20%	3.20%	3.20%	3.20%	3.20%
Education expenditure as % of domestic revenues	9.00%	9.60%	10.20%	10.90%	11.50%
Education RE as % of total Govt RE net of debt servicing	6.20%	6.40%	6.60%	6.80%	7.00%
Total government education expenditure (Million USD)	21	24	26	29	32
Total government education expenditure as % of total government expenditure	5.50%	5.60%	5.80%	6.00%	6.10%

Source: Authors' own calculations based on data from the Ministry of Finance, UNPD population projections and Ministry of Statistics

5.2 Costing of the education sector plan

The process of costing the plan followed a collaborative and iterative design process as illustrated in Figure 5. This began with the identification of policy priorities, setting of objectives and definition of activities, the latter of which served as the base for the costing process. The process included discussion with representatives from the Federal Member States to ensure that the cost of the federal plan was a sum total of the state plans. Once activities were defined, they went through a process of rationalization and critical examination in order to ensure they were actionable, relevant and feasible for the current plan. This process identified several redundant activities and also deemed some to be procedural, meaning they would not have an associated cost. As a result, the number of activities was reduced, and certain activities sharpened in order to ensure effective meaning and clear definition for costing purposes. Once activities were finalized, a list of standard unit costs was created which allowed the assurance that activities of a similar nature did not have varying costs. These costs were generated through consultation processes of the national ESSP team in order to ensure applicability to the Somalian context. Furthermore, a sector-wide approach was adopted across the costing process, with a separate category created for activities that were deemed to be cross-cutting. For example, the plan accommodates monitoring of educational institutions to include primary and secondary levels, as well as alternative learning programmes and adult education. It is important to also note that the cost of the federal plan considers the cost of implementing various interventions in Banadir, Galmudug, Hirshabelle, Jubaland, and South West Federal Member States. This approach appreciates that although the federal government will largely finance implementation of the plan, implementation happens in the FMSs.

Figure 3: Education Sector Development Framework



Source: UNESCO International Institute for Educational Planning

In succession to the ESA of 2021, a financial simulation model was developed which reflects the levels of expenditure on the current system and the relative outputs across sub-sectors. The model is dependent on the number of schools, learners, teachers, instructors and other moving variables observed in the 2021 ESA, with future years predicted according to associated population growth. In examining activities suggested in the plan, any that were seen to fit under this previous model, or were dependent on these factors, were accommodated within the model, with costs associated to expansion of existing activities. For example, the recruitment of teachers is accommodated in the model as it is an expansion of the pre-existing workforce. In this way, the cost will be the addition of extra salaries for newly recruited teachers to the government payroll, in addition to the number of teachers already in the system. These types of costs are projected by calculating them as a proportion of GDP, so that elements such as teachers' salaries increase alongside economic growth and vice versa.

5.3 Cost of Implementing the Plan

The cost of implementing the plan is composed of two facets; the costs associated with the new activities, as well as the costs of running, and expanding, the existing system. Considering both facets, the 2022-2026 ESSP is projected to cost around US\$388 million over the five-year period. This is made up of US\$296.2 million in recurrent costs, representing nearly three quarters of the total expenditure, and US\$91.8 million in development costs. Total costs are projected to grow from representing 14% of projected government expenditure to a high of 23% in 2023, before slowing down to 16% in 2026. Notably, this would be higher than the 5% spent on education in 2020, but it is also important to note that the projected costs will not be limited to commitment from the Government but will include support from development partners. The proportion of spending associated with development is projected to be concentrated between 2023-2024, averaging more than 33%. Overall development costs is projected to be 24% of the overall cost, and this can be understood in the post-conflict context of the country where there is a need to both build more learning institutions as well as rehabilitate those that have been affected by the conflict. This helps to explain why development costs are projected to be high over the plan period, especially during the first four years of the plan when most of the construction is anticipated to occur. The first year of the plan is seen to be the least expensive due to the need to first make plans for the expansion of infrastructure before progressing with associated activities.

Table 2: Total cost of plan implementation by cost type

	2022	2023	2024	2025	2026	Total
Recurrent Costs	43,591,477	59,542,746	58,435,623	75,709,194	58,893,119	296,172,159
Development Costs	8,111,426	31,164,976	26,833,016	15,842,460	9,817,209	91,769,088
Grand total (Million USD)	51,702,903	90,707,722	85,268,639	91,551,654	68,710,328	387,941,246
Total cost as % of total Govt projected expenditure	14.2%	23.9%	21.5%	22.1%	15.9%	
Recurrent cost as % of total Govt recurrent cost	13.7%	18.0%	17.1%	21.3%	16.0%	
Development as % total costs	15.7%	34.4%	31.5%	17.3%	14.3%	23.7%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

Recurrent costs, excluding the cost of new activities, will mainly be driven by the expansion of the system in terms of increased enrolment in both public and publicly supported schools at different levels of education. It is for this reason that there is no recurrent spending seen at the pre-primary level as there are currently no government-supported pre-primary schools, and as such, all activities in this sub-sector are considered "new" and therefore have not been incorporated into the model. As Table 3 displays, new interventions will take up nearly three quarters of the projected cost of the plan, with nearly half of this going to primary education, while secondary education will come a distant second at 13% of the projected cost of new interventions. The new interventions will cost a total of US\$286.8 million over the plan period. These activities include the development of policies as well as their dissemination and implementation; curriculum development, redesign and review; community awareness campaigns; teacher training; undertaking of studies and mapping exercises; and the development and roll-out of assessment materials alongside other activities targeted at strengthening the functioning of the education system overall.

Table 3: Summary of projected cost of ESSP, by category of activities

	2022	2023	2024	2025	2026	Total
Existing activities	18,998,960	19,570,203	20,184,242	20,843,926	21,552,367	101,149,697
Primary Education	3,828,648	3,852,213	3,880,290	3,912,971	3,950,364	19,424,486
Secondary Education	198,994	200,219	201,678	203,377	205,320	1,009,589
Higher Education	6,697,222	6,941,671	7,203,140	7,482,862	7,782,177	36,107,072
Governance and System Management	8,274,096	8,576,100	8,899,134	9,244,716	9,614,505	44,608,551
Proposed interventions	32,703,943	71,137,520	65,084,397	70,707,728	47,157,961	286,791,549
Early Childhood Education	653,070	3,887,500	2,240,630	1,850,710	1,769,030	10,400,940
Primary Education	13,835,446	34,014,174	25,007,865	40,914,222	26,012,198	139,783,905
Secondary Education	8,336,194	6,316,218	9,921,977	7,245,252	6,122,743	37,942,385
Accelerated Basic Education	2,105,820	2,709,280	3,633,680	3,443,380	2,624,580	14,516,740
Adult Education	217,240	921,540	1,108,740	540,090	471,590	3,259,200
Technical Vocational Education and Training	1,290,980	10,374,419	4,726,962	2,484,139	1,541,215	20,417,714
Higher Education	2,042,128	4,315,928	5,946,528	2,792,320	2,795,360	17,892,264
Integration of ICT in the Education System	2,311,020	3,939,780	2,541,390	3,005,890	2,278,190	14,076,270
Governance and System Management	367,200	2,571,200	6,512,270	6,032,770	1,715,600	17,199,040
Education in Emergencies	1,544,845	2,087,480	3,444,355	2,398,955	1,827,455	11,303,090
Grand Total	51,702,903	90,707,722	85,268,639	91,551,654	68,710,328	387,941,246
% of new interventions	63.3%	78.4%	76.3%	77.2%	68.6%	73.9%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

In terms of distribution at the federal Member States as well as the Federal Ministry of Education, it is projected that more than US\$141 million will be associated with MoECHE, translating to more than one third of the estimated cost of implementing the ESSP. The projected costs as per the FMSs will range from US\$45.4 million in Galmudug to US\$54.9 million in the South West state. Due to the independence of targets driving the costs in the different FMSs, the distribution of the projected costs in respective FMS will have significant variations across the years. For instance, in Banadir, the state plan is projected to cost US\$2.7 million in the first year of implementation, compared to nearly 10 million in South West. In subsequent years, Banadir is projected to spend more than South West by nearly 10 million in 2023 and nearly double in 2024. This independence of targets will be more apparent in the next section discussing financing of the plan, where initial years of the plan is characterized by a projected surplus in the resources likely to be available for the sector.

Table 4: Summary of projected cost of ESSP, by FMS

FMS/Level of implementation	2022	2023	2024	2025	2026	Total
In USD						
Banadir	2,701,541	15,546,429	7,084,264	18,888,468	7,086,104	51,306,806
Galmudug	3,622,700	13,821,420	11,569,910	11,294,360	5,079,560	45,387,950
Hirshabelle	6,394,430	10,557,805	9,444,999	12,628,528	9,960,924	48,986,685
Jubaland	5,352,600	11,271,855	12,255,210	8,768,810	8,074,460	45,722,935
South West	9,937,705	10,465,743	11,532,731	10,662,016	12,307,948	54,906,143
Federal Ministry of Education	23,693,928	29,044,471	33,381,525	29,309,471	26,201,332	141,630,727
Grand Total	51,702,903	90,707,722	85,268,639	91,551,654	68,710,328	387,941,246
In Percentage						
Banadir	5.2%	17.1%	8.3%	20.6%	10.3%	13.2%
Galmudug	7.0%	15.2%	13.6%	12.3%	7.4%	11.7%
Hirshabelle	12.4%	11.6%	11.1%	13.8%	14.5%	12.6%
Jubaland	10.4%	12.4%	14.4%	9.6%	11.8%	11.8%
South West	19.2%	11.5%	13.5%	11.6%	17.9%	14.2%
Federal Ministry of Education	45.8%	32.0%	39.1%	32.0%	38.1%	36.5%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

Discounting the cost of sustaining the current system, the share of costs attributed to the FMSs will increase, at the expense of that of MoECHE, and will range from 16% in Jubaland to 19% in South West, showing the evenness in distribution of costs according to the federal member states.

Table 5: Summary of projected cost of new interventions, by FMS

FMS/Level of implementation	2022	2023	2024	2025	2026	Total
Banadir	2,701,541	15,546,429	7,084,264	18,888,468	7,086,104	51,306,806
Galmudug	3,622,700	13,821,420	11,569,910	11,294,360	5,079,560	45,387,950
Hirshabelle	6,394,430	10,557,805	9,444,999	12,628,528	9,960,924	48,986,685
Jubaland	5,352,600	11,271,855	12,255,210	8,768,810	8,074,460	45,722,935
South West	9,937,705	10,465,743	11,532,731	10,662,016	12,307,948	54,906,143
Federal Ministry of Education	4,694,968	9,474,268	13,197,283	8,465,545	4,648,965	40,481,029
Grand Total	32,703,943	71,137,520	65,084,397	70,707,728	47,157,961	286,791,549
In Percentage						
Banadir	8.3%	21.9%	10.9%	26.7%	15.0%	17.9%
Galmudug	11.1%	19.4%	17.8%	16.0%	10.8%	15.8%
Hirshabelle	19.6%	14.8%	14.5%	17.9%	21.1%	17.1%
Jubaland	16.4%	15.8%	18.8%	12.4%	17.1%	15.9%
South West	30.4%	14.7%	17.7%	15.1%	26.1%	19.1%
Federal Ministry of Education	14.4%	13.3%	20.3%	12.0%	9.9%	14.1%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

Development costs, like the recurrent costs of the new interventions will be driven by increase in enrolments in the various levels of education. This notwithstanding, a handful of development activities are not driven by increase in enrolment. For example, part of the plan's ambition is to construct model ECE centres, two in each state and Banaadir regional administration is not driven by increase in enrolment or a targeted GER as there previously existed no public provision of pre-primary, but rather this number of centres has been chosen as a first step, in line with budgetary constraints and need to distribute centres evenly. Again, given that the overall costs are summation from the federal member states, whose targets were treated independently, the resulting development cost varies from state to state, ranging from US\$9 million (10%) at the MoECHE, to a high of US\$20 million (21%) in Jubaland, as presented in Table 6 below.

Table 6: Summary of projected development interventions, by FMS

FMS/Level of implementation	2022	2023	2024	2025	2026	TOTAL
In USD						
Banadir	459,880	5,678,380	4,289,380	4,616,580	3,741,580	18,785,800
Galmudug	28,000	7,298,140	4,323,000	2,387,000	310,000	14,346,140
Hirshabelle	1,781,048	4,500,888	3,511,857	3,170,267	2,086,191	15,050,252
Jubaland	1,384,500	6,686,995	6,958,500	3,291,500	1,669,500	19,990,995
South West	2,445,450	4,038,458	3,307,600	2,246,500	1,874,100	13,912,108
Federal	1,895,648	2,840,948	4,316,948	-	-	9,053,544
Grand Total	7,994,526	31,043,809	26,707,285	15,711,847	9,681,371	91,138,839
In percentage						
Banadir	5.8%	18.3%	16.1%	29.4%	38.6%	20.6%
Galmudug	0.4%	23.5%	16.2%	15.2%	3.2%	15.7%
Hirshabelle	22.3%	14.5%	13.1%	20.2%	21.5%	16.5%
Jubaland	17.3%	21.5%	26.1%	20.9%	17.2%	21.9%
South West	30.6%	13.0%	12.4%	14.3%	19.4%	15.3%
Federal	23.7%	9.2%	16.2%	0.0%	0.0%	9.9%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

Table 7 presents the new, or system strengthening activities by program and strategy, providing a closer look at how the costs of the ESSP are distributed. Within new activities, the highest levels of funding is allocated to primary education at US\$139.8 million (49%), with a large chunk of this expected to be spent on increasing access to equitable primary education, under which construction of additional classrooms and schools is accommodated alongside the installation of ICT equipment and electricity to schools.

Table 7: Summary of cost of new interventions, by programs, 2022-2026

Sub sector/ Program	2022	2023	2024	2025	2026	Total
Early Childhood Education	653,070	3,887,500	2,240,630	1,850,710	1,769,030	10,400,940
Program 1.1: Increase access to and completion of ECE	127,120	1,653,880	1,174,360	699,060	589,660	4,244,080
Program 1.2: Improve quality and relevance of ECE	525,950	2,233,620	1,066,270	1,151,650	1,179,370	6,156,860
Primary Education	13,835,446	34,014,174	25,007,865	40,914,222	26,012,198	139,783,905
Program 2.1: Increase access to equitable primary education	10,593,613	15,420,905	17,125,832	18,538,842	19,506,736	81,185,929
Program 2.2: Improve the quality and relevance of primary education	2,975,953	18,253,884	7,773,423	22,283,419	6,466,177	57,752,856
Program 2.3: Promote inclusive education	265,880	339,385	108,610	91,960	39,285	845,120
Secondary Education	8,336,194	6,316,218	9,921,977	7,245,252	6,122,743	37,942,385
Program 3.1: Increase access to equitable secondary education	1,101,120	3,786,120	3,837,120	3,594,120	1,348,120	13,666,600
Program 3.2: Improve quality and relevance of secondary education	7,235,074	2,530,098	6,084,857	3,651,132	4,774,623	24,275,785
Accelerated Basic Education	2,105,820	2,709,280	3,633,680	3,443,380	2,624,580	14,516,740
Program 4.1: Enhance access to ABE	762,720	718,680	718,680	748,680	718,680	3,667,440
Program 4.2: Strengthen the quality of ABE teaching and learning	1,343,100	1,990,600	2,915,000	2,694,700	1,905,900	10,849,300
Adult Education	217,240	921,540	1,108,740	540,090	471,590	3,259,200
Program 6.1: Increase access to Adult Education	22,240	128,640	22,240	22,240	22,240	217,600
Program 6.2: Improve the quality of Adult Education	195,000	792,900	1,086,500	517,850	449,350	3,041,600
Technical Vocational Education and Training	1,290,980	10,374,419	4,726,962	2,484,139	1,541,215	20,417,714
Program 7.1: Increase equitable access to TVET	503,340	2,596,700	3,599,340	1,496,300	453,700	8,649,380
Program 7.2: Enhance relevance and quality of TVET	567,160	7,665,439	905,942	969,959	1,044,635	11,153,134
Program 7.3: Improve governance and management of TVET	220,480	112,280	221,680	17,880	42,880	615,200
Higher Education	2,042,128	4,315,928	5,946,528	2,792,320	2,795,360	17,892,264
Program 10.1: Increasing participation in higher education	1,477,228	4,055,988	5,555,988	2,625,000	2,625,000	16,339,204
Program 10.2: Improving the relevance and quality of higher education	547,820	242,860	150,240	150,240	153,280	1,244,440
Program 10.3: Improving governance of higher education	17,080	17,080	240,300	17,080	17,080	308,620
Integration of ICT in the Education System	367,200	2,571,200	6,512,270	6,032,770	1,715,600	17,199,040
Program 9.1: Strengthening policy for ICT integration in education	22,800	145,700	43,000	0	0	211,500
Program 9.2: Integrate ICT in teaching, learning, and assessment	344,400	2,425,500	6,469,270	6,032,770	1,715,600	16,987,540
Governance and System Management	2,311,020	3,939,780	2,541,390	3,005,890	2,278,190	14,076,270
Program 8.1: Enhance capacity for management of education	870,120	807,900	551,940	497,740	514,540	3,242,240
Program 8.2: Strengthen decentralization and enhance service delivery	1,440,900	3,131,880	1,989,450	2,508,150	1,763,650	10,834,030
Education in Emergencies	1,544,845	2,087,480	3,444,355	2,398,955	1,827,455	11,303,090
Program 5.1: Sustain educational services during emergencies	1,544,845	2,087,480	3,444,355	2,398,955	1,827,455	11,303,090
Grand Total	32,703,943	71,137,520	65,084,397	70,707,728	47,157,961	286,791,549

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

Table 8: Summary of cost of new interventions, by state and sub sector, 2022-2026

State/ Sub sector	2022	2023	2024	2025	2026	Total
Banadir	2,701,541	15,546,429	7,084,264	18,888,468	7,086,104	51,306,806
Early Childhood Education	102,300	316,160	332,860	207,960	177,860	1,137,140
Primary Education	1,929,361	10,722,689	4,246,424	14,697,228	4,249,564	35,845,266
Secondary Education	246,720	566,320	326,320	476,320	266,320	1,882,000
Accelerated Basic Education	0	695,000	120,000	957,500	120,000	1,892,500
Adult Education	12,780	107,380	107,380	107,380	117,880	452,800
Technical Vocational Education and Training	2,780	458,980	8,180	422,780	16,180	908,900
Governance and System Management	92,200	812,500	346,700	405,700	524,700	2,181,800
Integration of ICT in the Education System	0	1,552,000	1,281,000	1,281,000	1,281,000	5,395,000
Education in Emergencies	315,400	315,400	315,400	332,600	332,600	1,611,400
Galmudug	3,622,700	13,821,420	11,569,910	11,294,360	5,079,560	45,387,950
Early Childhood Education	31,700	1,468,200	205,480	183,280	159,880	2,048,540
Primary Education	1,769,340	5,398,620	3,836,370	5,359,920	2,189,120	18,553,370
Secondary Education	720,660	469,560	794,860	1,620,560	414,460	4,020,100
Accelerated Basic Education	784,380	952,180	2,339,580	1,022,180	994,780	6,093,100
Adult Education	35,560	96,060	101,560	129,560	9,560	372,300
Technical Vocational Education and Training	160,180	4,090,020	913,180	810,480	498,580	6,472,440
Governance and System Management	61,400	446,300	508,400	703,900	117,400	1,837,400
Integration of ICT in the Education System	5,400	296,400	671,400	320,400	130,800	1,424,400
Education in Emergencies	54,080	604,080	2,199,080	1,144,080	564,980	4,566,300
Hirshabelle	6,394,430	10,557,805	9,444,999	12,628,528	9,960,924	48,986,685
Early Childhood Education	106,660	691,260	840,760	778,960	815,860	3,233,500
Primary Education	3,033,029	5,338,444	5,014,357	7,499,534	6,340,324	27,225,688
Secondary Education	2,363,436	1,724,860	1,772,860	2,271,946	1,068,860	9,201,962
Accelerated Basic Education	331,760	245,760	358,560	672,560	579,260	2,187,900
Adult Education	8,780	35,780	20,780	26,780	32,780	124,900
Technical Vocational Education and Training	155,540	1,462,566	821,347	842,613	648,405	3,930,471
Governance and System Management	254,200	806,600	384,800	304,600	224,400	1,974,600
Integration of ICT in the Education System	77,300	170,300	149,300	149,300	168,800	715,000
Education in Emergencies	63,725	82,235	82,235	82,235	82,235	392,665
Jubaland	5,352,600	11,271,855	12,255,210	8,768,810	8,074,460	45,722,935
Early Childhood Education	291,980	686,380	552,380	535,380	382,380	2,448,500
Primary Education	3,635,720	4,763,680	5,093,180	5,209,180	5,960,180	24,661,940
Secondary Education	406,280	1,497,280	2,900,530	1,547,530	674,780	7,026,400
Accelerated Basic Education	73,480	118,780	118,780	118,780	118,780	548,600
Adult Education	119,560	144,160	569,560	119,560	124,560	1,077,400
Technical Vocational Education and Training	146,100	3,215,370	2,170,700	127,900	97,300	5,757,370
Governance and System Management	176,100	227,000	211,800	524,200	274,200	1,413,300
Integration of ICT in the Education System	68,600	151,500	203,500	151,500	7,500	582,600
Education in Emergencies	434,780	467,705	434,780	434,780	434,780	2,206,825
South West	9,937,705	10,465,743	11,532,731	10,662,016	12,307,948	54,906,143
Early Childhood Education	53,230	214,300	225,110	137,930	165,850	796,420
Primary Education	3,203,921	5,666,041	5,424,234	7,882,260	6,832,510	29,008,966
Secondary Education	4,436,124	1,675,948	3,988,832	1,158,371	3,599,748	14,859,023
Accelerated Basic Education	849,360	469,960	615,560	561,160	730,560	3,226,600
Adult Education	37,780	123,780	130,280	154,030	184,030	629,900
Technical Vocational Education and Training	350,380	831,124	374,754	90,606	90,990	1,737,853
Governance and System Management	382,850	597,230	173,300	161,100	231,100	1,545,580
Integration of ICT in the Education System	22,800	339,300	255,000	178,500	127,500	923,100
Education in Emergencies	601,260	548,060	345,660	338,060	345,660	2,178,700
Federal	4,694,968	9,474,268	13,197,283	8,465,545	4,648,965	40,481,029
Early Childhood Education	67,200	511,200	84,040	7,200	67,200	736,840
Primary Education	264,075	2,124,700	1,393,300	266,100	440,500	4,488,675
Secondary Education	162,975	382,250	138,575	170,525	98,575	952,900
Accelerated Basic Education	66,840	227,600	81,200	111,200	81,200	568,040
Adult Education	2,780	414,380	179,180	2,780	2,780	601,900
Technical Vocational Education and Training	476,000	316,360	438,800	189,760	189,760	1,610,680
Higher Education	2,042,128	4,315,928	5,946,528	2,792,320	2,795,360	17,892,264
Governance and System Management	1,344,270	1,050,150	916,390	906,390	906,390	5,123,590
Integration of ICT in the Education System	193,100	61,700	3,952,070	3,952,070	0	8,158,940
Education in Emergencies	75,600	70,000	67,200	67,200	67,200	347,200
Grand Total	32,703,943	71,137,520	65,084,397	70,707,728	47,157,961	286,791,549

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

5.4 Financing implementation of the plan

There is an anticipated US\$131 million that is likely to be available to the education sector from the federal government (including estimation for the FMSs) over the plan period. This is based on the macroeconomic parameters discussed earlier including GDP growth, as well as government commitment to increase the proportion of recurrent education expenditure as a proportion of government recurrent expenditure and the same for development expenditure. Banadir Regional Administration and four Federal Member States (Galmudug, Hirshabelle, Jubaland and South West State) have committed to contribute a minimum of 5% of their state expenditures to education, with these contributions already integrated in the US\$131 for the five-year period. Implementation of this plan is founded on the assumption that the federal government and the federal member states will honour this commitment and avail resources for execution of different activities. In addition to the public resources, development partners have signalled a commitment of US\$232.3 million over the next five years, implying the resources likely to be available to the sector will be US\$363.8 million over the next five years, with development partners expected to continue spending more than the Government.

Table 9: Total cost of implementing the plan and financing gap in the education sector

	2022	2023	2024	2025	2026	TOTAL
ESP projected costs (USD)	51,702,903	90,707,722	85,268,639	91,551,654	68,710,328	387,941,246
Projected resources for education (USD)	21,354,939	23,609,935	26,074,600	28,769,183	31,716,067	131,524,724
Total projected donor financing (USD)	63,788,789	56,791,672	50,926,535	43,900,371	16,851,229	232,258,596
Total expected available resources (USD)	85,143,728	80,401,607	77,001,135	72,669,554	48,567,296	363,783,320
Financing gap (USD)	33,440,825	(10,306,115)	(8,267,504)	(18,882,100)	(20,143,032)	(24,157,926)
Gap in percentage	64.7%	-11.4%	-9.7%	-20.6%	-29.3%	-6.2%

Source: Authors own calculations based on data from the Ministry of Finance

Comparing these total projected resources to the overall projected cost of the plan, including both maintaining the current system and the addition of new activities, the education sector will have an operating deficit of around USD 24.2 million, representing around 6% of the total projected costs. Although not large, the deficit will need to be addressed, especially in the context of the share of financing that is expected to come from development partners. In the long term, the FGS and FMSs will need to have a sustainable plan financing plan for mobilizing resources for the sector. Already, the plan includes some strategies that will be executed in this plan, including the development of public private partnerships to deliver education at various levels of education. In addition, different sub sectors have proposed aggressive funds drive targeting remittance from local and international communities. Alongside these options, the Government, both FGS and FMSs can consider the raft of innovative financing proposals from the Network for international policies and cooperation in education and training (see Table 10). The proposed tools can be useful during the discussions on the bases of the PPP strategies for different sub sector. From the public side, improving the tax base could be an important policy tool for increasing resources likely to be available in the sector.

The financial tools include: impact bonds, income-contingent loans, income-sharing agreements, debt swap, new fund or organization, education bonds, remittance/ community mobilization, impact investment, and taxation

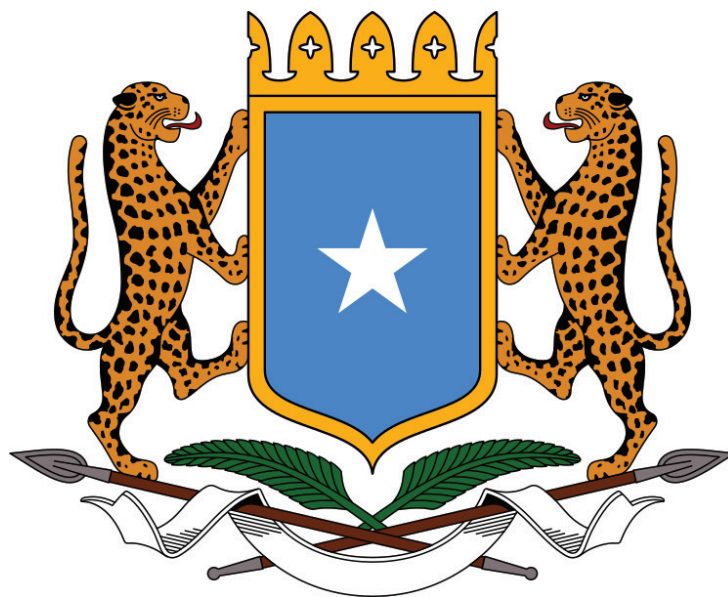
Table 10: Innovative mechanisms for financing education

Mechanism	Description
Impact bonds	An impact bond is a results-based financing model in which one or more private investors provide working capital to a service provider to implement an intervention. The repayment of this investment is contingent on achieving previously agreed results. In a development impact bond (DIB), a donor agency or a foundation makes the repayments; in a social impact bond (SIB), the government is the outcome payer (although some combination of a government with a third party is also possible). Each impact bond has its contractual specificities in terms of incentives offered to implementers and investors and the means and roles in managing the project and assessing its outcomes.
Income-contingent loans	A loan offered by the government, who then does the debt collection as a taxation after graduation. The charging ceases once the student has repaid the loan in full. The government is the investor and the government and the student share the risk.
Income-sharing agreements	In an ISA, a private investor pays for post-secondary tuition fees as an equity investment and receives a percentage of the student's future income for some period of time as a repayment for the investment. The private investor and the student share the risk.
Debt swap	In such transactions, a creditor forgives the debt of a borrowing country on the condition that the country invest an agreed amount of local currency, which has been freed up, in the development/education sector. Debt buy-down A third party buys down all, or a part of, the interest and/or the principal of a loan between a country and a lending institution, thereby releasing the borrowing country from all or some of its future repayment obligation. This generates fiscal room for maneuver, which the country can use to fund development/education.
New fund or organization	In the context of innovative financing, the creation of new funds or organizations aims to raise the profile of a particular issue and to raise additional funds from various public and private sector stakeholders for development/education financing. While numerous formats are possible, they may also play the role of distributing grants, assisting in negotiations, developing innovative financing capacity and serving as a platform to connect different actors and sectors. Examples of such instruments are the GPE Multiplier Fund and the Education Outcomes Fund for Africa and the Middle East.
Education bond	An investment where an investor receives a fixed return on the principal and interest of the underlying security. Any future revenue streams can be the basis for securing future revenue streams. National governments can issue them as domestic bonds or multilateral financial institutions as thematic bonds.
Remittance	A transfer from a migrant, often a foreign worker, to an individual in their home country. The government can amplify remittances for education or create donor incentives to expand the funds families have available for education. Governments can introduce taxes on or fees for remittance transfers to generate revenues for public education.
Impact investment	May take the form of numerous asset classes and may result in many specific outcomes. The point of impact investing is to use money and investment capital from private sources for positive social results.
Taxation	Governments can apply a tax to a specific industry sector or an economic activity, directing the revenue to provide additional funds for education.

Source: NORRAG-Network for international policies and cooperation in education and training, 2021, Innovative Financing,

Chapter Six

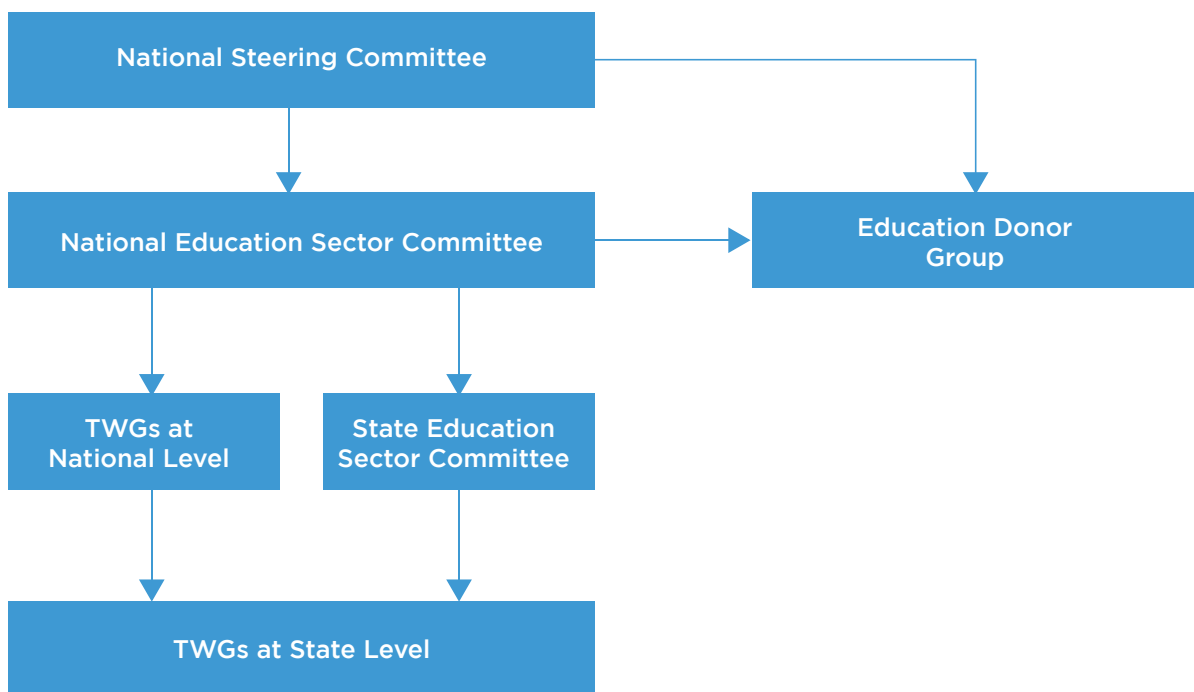
Implementation Arrangement, Monitoring and Evaluation Framework



6.1 Implementation Arrangement

Clear ESSP implementation arrangement framework is a very critical element to oversee, advise, and guide the ESSP implementation process across the life of the plan. In Somalia, governance and management of the education system is decentralized. Taking this into consideration the implementation of the Education Sector Strategic Plan (ESSP) and the monitoring and evaluation (M&E) frameworks have been prioritized and planned based on the nature of our existing governance system. The implementation arrangement and the M&E framework illustrate different layers that will be involved in the M&E and implementation processes. In addition, roles & responsibilities as well as the corresponding relationships among the different entities are clearly defined in this framework. The Implementation Structure depicted below considers the current capacity and organizational structure of the Ministry of Education, Culture and Higher Education (MoECHE), the Federal Member States Ministries of Education and the education system as a whole. Figure 8 shows the structure that will be set up to oversee and monitor the implementation of the ESSP.

Figure 4: Implementation Structure of ESSP



6.1.1 National Steering Committee

The National Steering Committee (NSC) will be chaired by the Minister of MoECHE and will meet on a bi-annual basis. The NSC brings together the FMS Ministers of Education, the Deputy Mayor of Social Affairs of Banadir Regional Administration (BRA), and Federal Minister of Planning and Finance. The NSC membership will also include three donor representatives. It will receive, review and discuss the semi-annual and annual monitoring and implementation reports from the National Monitoring Committee. The NSC is responsible for oversight and high-level risk management. The NSC is the highest body that makes decisions on any adjustment of major strategies and funding of the ESSP. The Director General at MoECHE will serve as the Secretariat of the NSC.

6.1.2 Education Donor Group

The Education Donor Group (EDG) meets on a quarterly basis and membership consists of all education sector donors including USAID, EU, GPE, Finish Embassy, Norwegian Embassy, World Bank, Canadian Development Agency, FCDO. The EDG plays a supporting role to the National Steering Committee and ensures that all donor funded sector programs are designed to contribute to the implementation of the national ESSP. The EDG holds sector implementing partners accountable to ensure all education programs are in line with the ESSP.

6.1.3 National Education Sector Committee

The National Education Sector Committee (ESC) is held on a quarterly basis and is co-chaired by the Federal MoECHE and UNICEF. It is composed of officials from MoECHE, FMS-MoE's, relevant line ministries, donor representatives, bilateral and multilateral organizations, INGOs and LNGOs that are active in the education sector, and representatives of Civil Society Organizations (CSO). The ESC plays an important role in increasing transparency and mutual accountability among all education partners, as well as being responsible for coordinating resource mobilizations for the education sector, information sharing and coordination of education partners to avoid duplication of effort in terms of technical and financial inputs. It works closely with the National Steering Committee in playing a key oversight role in the implementation and monitoring of the ESSP. It also receives relevant information from the State ESC. Overall the ESC is responsible for monitoring the progress of ESSP implementation, producing semi-annual and annual progress reports to the NSC.

6.1.4 State Education Sector Committee

The State Education Sector Coordination (SESC) is headed by the Director of Planning at state level. It is composed of the officials of the FMS-MoE's, representatives of the development partners who are implementing projects at the state level and representatives from the CSOs. The SECS meets on a monthly basis, coordinates and ensures effective implementation and monitoring of state level ESSP operational implementation. The SESC also reports to and provides information to the National ESC, on state level implementation and progress. Overall, the SESC will make sure that the state level annual implementation plan is aligned with the annual implementation plan of the national ESSP.

6.1.5 Technical Working Groups (TWGs) at National and State level

Successful implementation of the various priority areas will necessarily require a mechanism to ensure that coordination, implementation and monitoring in the sub-sectors/ cross-sector areas occur effectively and the sub-sector wide results are fed back into the decision-making and management process at different levels. To realize this, the following Technical Working Groups (TWGs) will be established at the National and State level, for each sub-sector or priority area:

- Early Childhood Education
- Primary Education
- Secondary Education
- ABE
- TVET
- Adult Education
- Higher Education
- Governance, Systems Management, Capacity Development and enhancing EMIS
- ICT integration into education system

The National TWGs will be chaired by the relevant MoECHE Director of Department/Unit and will consist of relevant MoECHE technical advisors, education partners implementing relevant programs in the subsector, and relevant FMS Director of Department. The State level TWGs will be chaired by the relevant FME MoE Director of Department/Unit and will be composed of experts in the area from the different departments of the ministry of education (MoE) of the FMS and technical advisors, if available, within MoE. The TWG (both at National and State level) shall provide technical advice on the coordination, planning, and implementation of the program/s; track and monitor the implementation of program/s for which they are responsible. This will help to track each program thoroughly and intensify coordination for improved results. All the relevant departments and units will be responsible for coordinating, planning, and monitoring the implementation of their respective program/s under each sub-sector or priority area routinely as per their annual operational plans. This body will monitor implementation frequently and is likely to identify challenges before any entity in the structure of this implementation arrangement. This will also help to monitor the implementation of each program thoroughly. The State level TWGs will specifically oversee the day-to-day activities of the ESSP at state level and feed this information into the National level TWGs.

6.2 Capacity development within the ESSP

The Education Sector Analysis, 2021 identified some of the weak links in the management of the sector, and left unaddressed, these challenges may continue to undermine implementation of the interventions proposed in this plan. The ESA highlights “Lack of government capacity for policy planning, standards setting, financing, collaboration with private providers and data collection” as critical capacity gaps that have to be addressed. Others weaknesses that impede policy implementation include “Weak linkage between planning and implementation, uncertain political conditions, and poor/inadequate dissemination of norms, guidelines, and procedures; lack of skill and capacity of the leadership of the necessary to undertake the successful implementation of their functions, inadequate resources, absence of documented Terms of Reference (TOR) or mandate/functions for the various departments as well as an unavailability of required competences for the different positions”. These capacity weaknesses at coordination and oversight level are compounded by the low proportions of trained teachers in classrooms, a state that is undesirable in the context of delivery of quality education. With only few teacher training colleges, the volume of teachers churned ready to teach is also wanting.

Arising from these challenges, the plan has proposed a raft of capacity development interventions across sub sectors and functions within the sector. As seen from Table 11, capacity development interventions are projected to cost US\$10.9 million over the next five years, accounting for nearly 3% of the total cost of the plan; nearly 4% of the projected recurrent costs; and about 6% of the recurrent cost of new interventions (discounting the cost of sustaining the current system).

Table 11: Projected cost of capacity development in the sector

	2022	2023	2024	2025	2026	Total
Cost of capacity development activities	1,239,865	3,081,440	2,501,030	2,144,340	1,931,240	10,897,915
Projected cost of entire plan	51,702,903	90,707,722	85,268,639	91,551,654	68,710,328	387,941,246
Recurrent costs for the entire plan	43,591,477	59,542,746	58,435,623	75,709,194	58,893,119	296,172,159
Recurrent costs for new activities	24,709,417	40,093,710	38,377,112	54,995,880	37,476,590	195,652,710
Capacity development as % of total projected costs	2.4%	3.4%	2.9%	2.3%	2.8%	2.8%
Capacity development as % of recurrent costs	2.8%	5.2%	4.3%	2.8%	3.3%	3.7%
Capacity development as % of cost of new recurrent activities	5.0%	7.7%	6.5%	3.9%	5.2%	5.6%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

Nearly three quarters of the capacity development costs will go towards teacher preparation and teacher retooling, and with the TVET instructor skills upgrading, this jumps to 83%. The US\$10.9 million projected for spending on capacity development will go towards needs assessment, teacher training, skills upgrading for TVET instructors, and training of staff at different units, departments, and functional areas of the sector. This will include curriculum developers, quality assurance officers, teachers and head teachers, managers of faculties in universities, personnel from the commission for higher education, staff from the national library, staff in the EMIS department at FGS and FMS. These training will be limited to areas where capacity gaps are already known. In some areas, the plan will support needs assessment within the first year of the plan implementation.

Table 12: Details of capacity development costs in the sector

	2022	2023	2024	2025	2026	Total
Needs assessment and training materials	168,000	599,000	189,600	0	7,600	964,200
Pre-service teacher training	550,950	846,200	940,450	909,700	807,200	4,054,500
In service teacher training	151,900	1,015,600	1,049,240	976,400	835,100	4,028,240
Skills upgrading	144,000	234,900	204,200	211,500	144,000	938,600
Managers training	225,015	385,740	117,540	46,740	137,340	912,375
Grand Total	1,239,865	3,081,440	2,501,030	2,144,340	1,931,240	10,897,915

Source: Authors' computations based on ESA expenditure analysis and cost information from MoECHE

6.3 Performance Monitoring and Evaluation

International experiences show that most strategic plans fail at the execution stage. Developing the strategic plan is far easier to realize than the execution of that plan. The development of a plan typically takes weeks or months, while its execution takes years. Without a monitoring system in place, it is practically impossible to determine whether the strategic plan is creating value for the education system by achieving the intended outcomes associated with the strategic priorities. Effective monitoring requires a clear set of performance measures and indicators linked to the priorities and an efficient data collection system that will assist in measuring the progress using each of the key performance indicators.

A failure to monitor, evaluate and update the ESSP on an annual basis will likely, without exception, lead to failure. Monitoring and evaluation (M&E) is a powerful management tool that is used to improve the way MoECHE achieves results. As such, the MOECHE will ensure a system of monitoring and evaluation is put in place at the start of implementation of the ESSP. To account for the results of the plan, a Monitoring and Evaluation Framework has been developed to ensure that the implementation of key activities identified in the plan is tracked. The framework will also allow for periodic evaluation of key indicators at the federal and state levels in order to assess the progress towards achievement of objectives set in the plan as well as the general performance of the sector in the wider National Development Plan (NDP).

To operationalize this ESSP, all the departments and units in MoECHE that are responsible for each sub-sector and priority areas will develop annual work plans that are linked to the outputs and outcomes listed in the priority programs. The Department of Planning and Policy will consolidate the work plans developed by each sub-sector and priority areas to come up with one complete annual work plan for the education sector at national level. The annual work plan will include indicators, and targets for outputs and outcomes for the specific work plan year. The key performance indicators along with the baselines and targets are included in this chapter. However, the baselines for some indicators are expressed either as zero or NA (not available). Similarly, the targets for some indicators are expressed as to be determined (TBD).

6.3.1 Completing Missing Baselines and Targets

To measure the achievements of the ESSP outputs and outcomes, it is important to develop baseline data for indicators against which future results will be evaluated. Baselines data in this ESSP provides information on the situation before the start of the intervention of the ESSP. This will help to measure the progress after the intervention of the ESSP. However, some indicators do not have baseline data and are expressed as NA in the list of key performance indicators. In the first year of implementation of the ESSP, in 2022, baseline data will be collected on all indicators for which baseline data are missing currently as shown in the list of the key performance indicators. This task will be included in the first year of the annual work plan of the national ESSP. It is important to note that a zero baseline does not mean that there were no similar outputs before. It just implies that the current interventions have not produced these outputs.

Currently, targets are set based on the results of the projections in the Financial Simulation Model and expert judgement. The targets for indicators that do not have baseline data are expressed in two ways. For some indicators the targets are left as TBD. For other indicators, targets are expressed in terms of values based on expert judgement. After the collection of the baseline data, the targets left as TBD will change into values. The targets that are expressed in terms of values may also change based on the baseline data collected. In addition, some targets may be achieved faster and others may take longer. Therefore, targets will also be revised after the midterm evaluation or as necessary since they may be overestimated or underestimated at the beginning.

6.3.2 Performance Monitoring

Besides the extensive routine monitoring mechanisms employed and carried out by the various responsible and implementing entities in MoECHE and ministries of education in the FMSs, there will be monitoring by different actors in order to assess whether the implementation of the ESSP is progressing according to plan and leads to the desired outputs and outcomes. The objective of the performance monitoring is to learn from past implementation and improve performance in the remaining period of the ESSP.

The Departments, Units, and TWGs are the first entities, which will monitor the implementation of the ESSP. The TWG will conduct its monitoring frequently. The monitoring report of the TWGs at MoECHE will be used by the respective departments internally and serve as inputs for the monitoring report of the National Monitoring Committee.

The second type of monitoring is undertaken by the National Monitoring Committee (NMC). The NMC will use the reports produced by the MoECHE departments, TWGs, and State Monitoring Committee to develop its quarterly, semi-annual and annual monitoring reports. The monitoring of the NMC will focus on the progress in the implementation of activities; utilization of inputs; budget utilization; implementation of recommendations issued at each review, and the achievement of planned outputs and the outcomes will be reviewed critically. The monitoring report of the NMC will also include achievements of the key performance indicators. The NMC will submit its semi-annual and annual reports to the National Steering Committee. The annual monitoring report will also go to the Joint Review of the Education Sector (JRES).

The third type of monitoring will be conducted by an independent body engaged by MoECHE. Currently, the independent monitoring body collects data on the implementation and achievements of education programs. The monitoring report of the independent body is used as an input for the Joint Review of the Education Sector (JRES). This type of independent monitoring entity will be used for the monitoring of the implementation of the ESSP. The independent review, as appropriate, may include MoECHE, FMS-MoEs, representatives of development partners and other relevant bodies and change into Joint Review Mission.

The JRES will be conducted every year. The Minister of MoECHE will chair the JRES and the Planning and Policy Department at MoECHE will serve as the secretariat of the JRES. It will use the reports of the NMC and the independent monitoring reports as inputs for its review meetings. The JRES allows a wider participation of MoECHE, FMS MoEs, development partners, civil society organizations (CSOs), private sector, etc. The National Steering Committee (NSC) will determine the number and types of participants of the JRES. The JRES will assess the progress of the annual plan implementation of ESSP and thereby will identify achievements, and challenges, and provide remedial actions.

6.3.3 Evaluation

Different types of evaluations and studies will be carried out during the life of the ESSP. While some of the evaluations have specific time periods for their undertaking, others may be carried out as needed.

6.3.3.1 Midterm and Final Evaluations

The midterm evaluation will be carried out in 2024. The midterm evaluation will assess the status and achievements of the ESSP against the key performance indicators. The findings will be discussed in the NMC, NSC, and JRES and appropriate decisions will be made on targets that are not achieved and challenges encountered. The main objective of the midterm evaluation is to correct the course of implementation of the ESSP and help to achieve the program objectives by the end of the plan period, 2026... Specific terms of reference will be designed to identify the scope of the evaluation process, focusing on measures of outcomes, effectiveness, efficiency, equity, intermediate impact, lessons learned and sustainability. As a midterm review, it provides an opportunity for the restructuring of the programs and revision of targets; and gives clear recommendations for corrective action and plan adjustment during the final two and a half /three years of implementation.

Final evaluation will be undertaken by the end of ESSP, 2026. The final evaluation will assess whether the program objectives are achieved. It will also find out if there were problems in the design, implementation and management of the ESSP. The purpose of the final evaluation is to learn from the design, implementation, and management of the ESSP and inform development of future education policy, strategies, and plans. Again, impact on learning outcomes, cost-effectiveness, relevance and sustainability of activities conducted will be major considerations of this evaluation

6.3.3.2 Thematic/Specific Studies

The regular monitoring may not provide adequate information on some issue since it does not answer why something has happened. Therefore, specific research/studies may be carried out to provide adequate information and influence policy decisions. Specific problems may be identified by NMC, and NSC or during the JRES. The specific research/study may be commissioned anytime as needed, before or after the midterm evaluation. Results from these research/studies will provide policy makers with the information that they would need in order to make evidence-based decisions for the improvement of the implementation of ESSP. Moreover, research and analytical works will be undertaken to measure impact and service delivery improvements.

6.4 The Education Sector Strategic Plan as a Living Document

The strategic plan is a living document and, as such, is subject to periodic review and updating. The development of the strategic plan is predicated on a set of current conditions, stakeholder expectations, assumptions about the micro and macro environments, the future and the available and anticipated organizational capacity and resources. Further, assumptions are made about cause-and-effect relationships inherent in the proposed strategies for achieving the various priorities. Over time, conditions can change, and assumptions are either validated or invalidated. Consequently, anticipated outcomes may not be realized as planned. Evaluating the plan and its outcomes are therefore crucial in order to ensure the investments being made are yielding the desired results. Hence, the ESSP should be reviewed and updated annually based on new data and revised assumptions. For this to happen, MoECHE and partners shall strengthen and carry out the monitoring and evaluation framework as a management tool to be used for decision/policy making and planning.

6.5 Key Performance Indicators

The ESSP contains a large number of indicators at outcome and output levels for the various priority programs under the sub-sectors and priority areas, as described in Chapter 4. However, the measurement of the achievement of the education outcomes and sector performance requires the development of a number of Key Performance Indicators to periodically assess progress towards the achievement of ESSP targets (milestones) and the strategic objectives of each sub-sector and priority area. ESSP KPIs are measurable values used by MOECHE and ministries of education in the FMSs to measure and track their progress on higher-level results. The KPIs are not goals themselves. They are essential tools needed to understand and measure the success of the Sector; and describe what will be observed if successful. These are indicators selected to help policy and decision-makers as well as education managers to monitor and evaluate how well they are performing and direct their policy formulation and target setting. They reveal the strengths and weaknesses and help the top management and the stakeholders decide what needs to be strengthened in order to accelerate the momentum. In addition, the KPIs will form the basis of annual reports that will track progress over time.

The KPIs denote a set of measures directed on the aspects of organizational performance that are the most critical for the sector in the plan period. In this connection, due attention has been given such that the KPIs identified for this ESSP are simple, few in number, focus on key issues and areas of concern, and are top-level indicators. The table below shows the key performance indicators for ESSP (2022-2026).

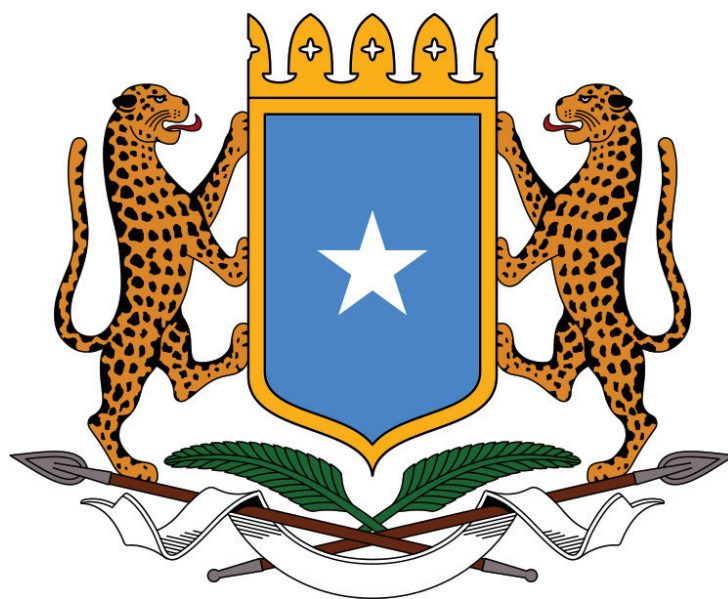
Table 13: Key Performance Indicators

Priorities	Key Performance Indicator	Baseline 2021	Target 2026
Priority 1: ECE	Gross Enrolment Rate (GER)	0	10%
	Net Enrolment Rate (NER)	NA	NA
	Gender Parity Index (GPI) in primary	NA	1.0
	ECE pupil-textbook ratio	NA	1:1
Priority 2: Primary Education	GER of primary education	24% (22% Female)	30% (28% Female)
	Net Enrolment Rate (NER)	NA	TBD
	Gender Parity Index (GPI) in primary	0.8	1
	Number of children with disabilities enrolled in schools	NA	55%
	Number of teachers recruited and deployed	350	1,000
	Number of female teachers trained through pre-service teachers training program	0	250
	Mean score of Grade 3 pupils in EGRA	NA	65%
	Mean score of Grade 3 pupils in EGMA	NA	65%
Priority 3: Secondary Education	GER of secondary education	26% (18% Female)	35% (30% Female)
	Gender Parity Index in secondary	0.68	0.8
	Number of teachers trained through pre-service teachers training program	0	500
	Number of teachers trained through in-service teachers training program	0	1,000
	Mean Score of students in Grade 12 National Examination	66.0	85.0

Priorities	Key Performance Indicator	Baseline 2021	Target 2026
Priority 4: ABE	Number of children supported to complete full ABE cycle	40,440	200,000 (50%, Female)
	Gender Parity Index in ABE	NA	1.0
	Number of ABE teachers received in-service training	0	2,000
	Average score of Level 4 ABE students in Grade 8 National Examination	NA	TBD
	Average score of Level 2 ABE students in learning assessment	NA	TBD
Priority 5: Education in Emergency	Number of damaged schools rehabilitated	NA	50%
	Number of teachers trained on EiE including psycho-social support	NA	400 (50%, Female)
Priority 6: Adult Education	Number of schools providing adult education shift	NA	50 (10 per FMS)
	Number of learners enrolled in adult classes	NA	10,000 (50% Female)
	Number of adult learners benefiting from alternative learning options (Radio)	NA	6,000 (50% Female)
Priority 7: TVET	Number of TVET students in public TVET centers	8,701	30,000 (50% F)
	Number of TVET institutes/college constructed and operationalized	0	1 (1 at Federal)
	Number of TVET instructors receiving skills upgrade	0	100
Priority 8: Higher Education	Number Somali National University Campuses constructed/rehabilitated	3	6
	Number of students in Higher Education	94,500	300,000 (50%, F)
	Percentage of funds allocated for research and innovation out of the total HE budget	0	10%
Priority 9: Governance and management	Number of staff trained in their area of service	NA	85
	Percentage of EMIS data collected	68%	100%
	Percentage of EMIS' geographical coverage	71%	100%
Priority 10: ICT Integration	Number of teachers and administrators trained on digital literacy	0	1,250 (40%F)
	Number of Primary schools with computer labs, electricity and internet	0	100
	Number of secondary schools with computer labs, electricity and internet	0	100
	Percentage of primary school students accessing distance learning	NA	70%
	Percentage of secondary school students out accessing distance learning	NA	70%

Chapter Seven

Major Assumptions, Risks and Mitigation Measures



Planning is intrinsically associated with uncertainty and risk; but planning becomes more realistic if it can identify risks and foresee actions, wherever possible, to mitigate anticipated risks which can be controlled by human beings. Implementing a complex plan, like the ESSP, will be a challenging endeavour as it is based on pertinent assumptions and risks. This chapter focuses on the main assumptions on which the ESSP is based and on risks that may undermine implementation of ESSP in the five-year period. It highlights the key risks and mitigating strategies around those challenges that may arise during the implementation phase of the ESSP. As the risks become the reality on the ground, this chapter will be used as a guiding document to mitigate those challenges that may hinder the success of the ESSP.

7.1 Assumptions for the Success of ESSP

Assumptions represent specific situations that will be essential for the successful implementation of ESSP. These are factors that are considered to be true, real, or certain without empirical proof or demonstration. Realistically speaking, it is impossible to plan a program without making some assumptions. In this connection, the education sector's strategic planning process involves making educated guesses about certain aspects of the programs that must be reasonable and realistic to avoid compromising the integrity of the entire strategic plan. These guesses are the program assumptions that are critically assessed and considered while developing the ESSP. The assumptions are identified based on past experiences, review reports, government documents and stakeholders consultations. The following are key assumptions underpinning the implementation of the ESSP.

a) A peaceful and stable environment:

The development of education demands a peaceful and stable environment, so that children do not feel threatened to go to school and that communities see investment in the education of their children as a source for their future development. Somalia has gone through periods of internal conflict. However, looking at recent developments in the country, the situation has been stabilized, and complete peace is likely to be maintained soon.

b) Continued economic growth

Somalia's recent history of conflict is well-known. Less well-known, perhaps, is the development progress made by the country over the past seven years. In this regard, Somalia has taken important steps towards the establishment of a federal system of government and sound fiscal and monetary systems, which have supported moderate recent economic growth (approximately 3 percent GDP annual growth in 2018). The Federal Government of Somalia has endorsed the ninth National Development Plan (NDP-9), 2020-2024, which provides the nation with a path leading to economic growth and reduction of poverty within five years of the NDP-9. The overarching objective of NDP-9, unlike prior development plans, is Poverty Reduction; and it stipulates that the real GDP growth will increase by 3.2% in 2022, and by 3.5% in 2023 and 2024. It is assumed that the economy will continue to grow, thereby creating an enabling situation for the success of the ESSP.

c) Government commitment to choices made

ESSP represents a coherent set of choices with new emphasis, such as creating access to pre-primary, primary, and secondary education equitably, improving the quality of education, the focus on Information, Communication and Technology (ICT) as well as ensuring the quality and relevance of TVET and higher education. Such choices and priorities need long term commitment and major investment maintained at least in the medium, if not long term, before they can bear their desired effects and impact. The Federal Government of Somalia has indeed an overarching developmental vision, as underlined in the Education Act and the Somalia National Development Plan (2020-2024), The NDP indicates that the government is strongly committed to all sectors, including the education sector, through its medium and long-term perspective in terms of its developmental vision and strategic interventions.

d) The Federal, State, Region, districts, institutions, schools are guided by a common and shared vision

The NDP-9 in quoting the findings of the Midterm Review (MTR) of NDP-8 implementation underlined that it has been hindered by the challenges of coordination within the Government of Somalia; that is, vertical coordination between FMS/BRA and FGS ministries, and horizontal coordination between FGS ministries, departments, and agencies and indeed within individual ministries. States have developed their education sector strategic plans, based on their context and objective conditions on the ground. States are free to allocate their budget within their own set of priorities to respond to their particular circumstances. However, in order to achieve a coherent implementation of the national ESSP, the assumption now is that the MoECHE and other federal level organizations will work closely with the states as per their mandates and responsibilities. A key assumption for the success of ESSP is that the federal and state-level bodies have a shared and common vision; and that coherence is ensured so that the vision and goals of ESSP and of the NDP are to be achieved ultimately. In this regard, the necessary mechanisms have been foreseen through the M&E design of ESSP described in Chapter 6.

e) Availability of Resource

Resource allocations are based on assumptions that the necessary resources (people, materials, funds) will be available as needed. Budget allocation for education will continue to increase in line with the targets set. These assumptions have a significant impact on the success or failure of ESSP. If certain resources become scarce or otherwise unavailable during the ESSP life cycle, the timelines, tasks, and possibly the entire scope and end goal of the plan could be heavily compromised. Equally important are the levels of resource contributions. Therefore, the assumption while developing this ESSP is that resources will be available on time and as required to the very extent possible.

f) Continuous support of development partners

The contribution of development partners to education is commendable. Given the long-standing engagement of most development partners to the improvement of education in Somalia, it can be expected that such positive collaboration will continue in the plan period. Thus, the assumption considered is that development partners remain committed to the priorities of ESSP once they have agreed to the overall plan and to support some of the components financially and technically.

7.2 Tracking Assumptions and Adjusting

Assumptions are, basically, what is believed to be true through high-level, historical, and available information and experience. It is rather difficult to plan a program without making some assumptions. It is important for implementers to know the assumptions they are working under. To succeed, it is a requirement to identify those assumptions and put safeguards in place so that if any assumption is proven false, the impact on ESSP delivery will be minimal. All program assumptions mean potential risks. Therefore, the assumptions must be closely monitored to make quick, and accurate adjustments wherever needed.

While it is necessary to make certain assumptions to plan activities, an incorrect assumption can crumble an entire program strategy. Therefore, tracking program assumptions in the course of implementing ESSP will be an ongoing activity. The assumptions should be recognized, documented and communicated, otherwise, the plan will be subjected to quick program failure. Going through the process of documenting them can spark new ideas or strategic moves that carry less risk. If an assumption is proven false, there will be an impact on program delivery. On the other hand, some of them may change and may be found to be wrong assumptions. These changes will likely impact the plan. In such cases, the required mitigating actions will be taken and adjustments made as needed with minimal effect on program quality, costs, and schedule.

Changes in assumptions can happen as they are simply educated guesses based upon previous experience. If the average costs, resources, or other projections for the programs change, it is important to identify exactly where and when the changes took place so that it will be possible to determine the impact they will have on the success of the programs and adjust as needed. It is the responsibility of education managers and planners at all levels (FGS, FMS, Region, DEOs) to make sure that assumptions or observations made are rectified early and monitored throughout the ESSP implementation period to maximize the chances of successful implementation.

7.3 Risks

The section below lists various risks associated with the implementation of the ESSP. These risks include conflict, political instability, humanitarian situation and natural disasters, lack of sufficient financing, lack of coordination and poor project planning, limited human capacity and institutional linkages. While there are many more risks associated with the implementation of this plan, the major high- level and medium level risks are summarized below. These risks are cross-cutting and affect implementation of all programs in one way or another.

a) Conflict

Somalia is recovering from decades of long civil war and conflict. This has caused waves of mass displacement and affected people's livelihoods. The country continues to suffer from insecurity with large parts (especially rural and remote areas) being inaccessible. This has the potential impact for the educational targets not to be achieved cascading throughout the whole system.

b) Political instability

Somalia is recovering from decades of long civil war and conflict. This has caused waves of mass displacement and affected people's livelihoods. The country continues to suffer from insecurity with large parts (especially rural and remote areas) being inaccessible. This has the potential impact for the educational targets not to be achieved cascading throughout the whole system.

c) Humanitarian situation, climate change and natural disasters

Somalia suffers from one of the most complex and protracted humanitarian crises in the world. The country is prone to climatic shocks combined with insecurity and pervasive poverty. Somalia experienced 30 climate-related hazards (12 droughts, 18 floods) over the past three decades causing waves of mass displacement and affecting people's livelihoods. In 2011, the severe drought resulted in a famine that caused the death of more than a quarter of million people. In 2017, the severe drought nearly resulted in a famine which was averted through sustained aid operations across the country. In 2021, more than 80% of the country experienced a severe drought causing millions of people to be food insecure. It is assumed that Somalia will continue to experience recurring and cyclical humanitarian crises in the form of droughts and floods. This means that the limited available resources will be diverted towards lifesaving endeavours.

d) Lack of sufficient financing

The ESSP requires an investment of USD 285 million to enable the implementation of the plan over the next five years. Domestic financing is limited and the 2022 education sector budget is \$21million of which more than 80% is allocated for recurrent costs such as salaries. It is expected that this annual figure will not increase significantly over the next five years. Therefore, the financing and delivery of the ESSP will greatly depend on external donor funding. Donor funding is not predictable and is not always aligned with the priorities articulated in the ESSP. This creates a real risk in terms of meeting the targets set. The NDP-9 outlines a plan to increase domestic revenue but there will remain a funding gap for the duration of this plan. Somalia will need to rely on development partners' support even as it develops its capacity and revenue going forward. This will require ongoing cooperation and partnership even as relationships are redefined.

e) Lack of coordination and poor planning

Lack of coordination, poor planning, and duplication of efforts between the various donors and implementing partners is a real risk that can impact the implementation of the ESSP. If plans of education/partners and donors don't align with the ESSP programs it can challenge the development of the education sector. Line ministries, FMS stakeholders, local governments, development partners, etc. working in the education sector or providing any form of support to education may not align their annual work plans with the ESSP as appropriate. If coordination and alignment efforts are stalled or are subject to worsening relations, there will be a substantial risk of failure.

f) Limited human capacity and institutional linkages

Limited capacities, in addition to a high turnover of staff at the ministries of education both at federal and state level, is a risk for the effective implementation of the ESSP. Somalia is still in the early stages of institutional development after three decades of insecurity and instability. This has created a vacuum in the capacity of the government institutions to deliver on sector plans. In addition to weak human capacity, the lack of strong institutional linkages between the federal, state, region and district levels can greatly impact the implementation of the ESSP as these various levels play a critical role in the operation of the ESSP.

g) Persistent socio-cultural factors affecting education of children

Socio-cultural factors could constitute a hindrance to the admission and especially the attendance of girls as well as children with disabilities in school. Researches indicate that in Somalia, the education of large numbers of girls is affected as a result of discriminatory gender norms. Key obstacles include social and cultural practices such as early marriages, early pregnancies, gender and preferential treatment of boys; financial barriers due to privatization of the education sector; widespread low literacy of parents, particularly among pastoralists and rural communities; the vulnerability of girls to verbal and physical abuse as they travel to/from school; and a lack of female role models within higher education due to low recruitment levels and limited career progression of female teachers and lecturers, coupled with beliefs that only men should pursue a career within academia. Children with disabilities have very limited access to any educational opportunities. Children with disabilities have been identified as a particularly marginalized and at-risk group within Somali society as a result of the numerous attitudinal, environmental, and institutional barriers they face, and the lack of concerted efforts to include them in the system. Children with disabilities experience stigma in Somali society.

h) Covid-19 Pandemic

The course of the world has changed with covid-19 pandemic. It has greatly impacted the education sector globally closing down schools to contain the virus spread and Somalia was not any different. Schools across the nation were closed for a few months in 2020 leaving all children with no learning. Throughout the course of the ESSP the teaching and learning will be impacted as this pandemic goes thus it poses a high risk to the implementation of the ESSP. Therefore, if this pandemic continues it will be a great risk to achieving some of the activities outlined in the ESSP.

7.4 Risk and Mitigation Matrix

Risk analysis is the process of examining how likely risk will arise in the implementation of ESSP. It also involves examining how the program outcomes and objectives might change due to the impact of the risk. The impact could be in terms of schedule, quality and cost. Risk mitigation is the process of developing options and actions to enhance opportunities and reduce threats to the program objectives. Risk mitigation progress monitoring includes tracking identifiable risks, identifying new risks, and evaluating risk process effectiveness throughout the program period.

Managing risk means mitigating the threats or capitalizing on the opportunities that uncertainty presents to expected results. Failure to identify risks and to come up with risk mitigation strategies can and do kill projects. If no mitigation strategy can help, then it is important to change the strategy and the program approach. The mitigating measures indicated shall be well designed and incorporated in the annual operational plans of the various organs of MoECHE and the FMSs. The matrix below shows the risk, the risk rating, and the mitigation measures put into place.

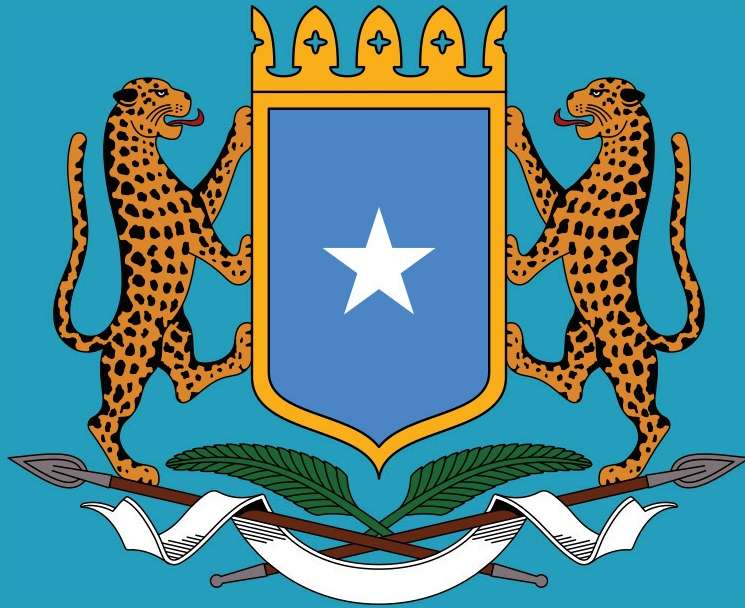
Table 14: Risk assumptions and mitigation

Risk	Risk rating (high, medium, low)	Mitigation measures
Conflict	High	Strong dissemination of School Safety Declaration Motivating communities to work for schools as no war zone
Political instability	High	Working with line ministries to learn more about peace building Advocating to get political cohesiveness at the ministerial level of government
Humanitarian situation	High	Working with the Ministry of Humanitarian and Disaster/ NGOs coordination plan to keep livelihood going
Lack of sufficient financing	High	Strong advocacy by MoECHE to increase domestic financing levels. Involve and get the buy-in from Ministry of Finance, Ministry of Planning, Investment and Economic Development, The Prime Minister's Office, the parliament Strong coordination mechanism between MoECHE and donors to ensure that all donor funds contribute to the implementation of the ESSP and that no donor programs are designed outside the ESSP. Donor endorsement of the ESSP with a clear commitment to financing the sector plan and a clear commitment to the implementation of the plan as well as to holding implementing partners accountable. Explore private sources of funding Strengthen Public-Private Partnerships (PPPs) Promoting civil societies' participation in the execution of the key programs
Lack of coordination and poor planning	High	Strong coordination mechanism through the ESC, cluster and inter- ministerial forum and other existing structures.
Limited human and institutional capacity	Medium	Strong focus on capacity building through all programs and project design across the sector.
Persistent socio-cultural factors	Medium	Undertake awareness-raising and incentives programs by the Government as well as NGOs to encourage schooling for girls and children with disabilities Invest more in information communication and dissemination of the ESSP.
Covid 19 Pandemic	Medium	Putting in rigorous hygiene measures. WASH facilities in teaching learning spaces. Working closely with the Ministry of Health; and strictly following national and WHO guidelines on COVID-19 mitigating measures. Conduct distance learning to ensure that children continue to learn during lockdown.

The matrix above summarizes the main risks, mitigation strategies and shows the risk ratings. It is believed that if all efforts are exerted to mitigate the risks in a coordinated manner and with full commitment by all actors, the level of risks will be reduced and reach to the levels where there will be little or no significant impact on the implementation and achievement of the objectives of the ESSP.

The following points shall be taken into consideration in the efforts to reduce or mitigate the risks.

- a) Ensure support of senior management. Risk must be championed from the highest levels of the institution. If the senior leadership isn't informed and involved in the risk mitigation, efforts will eventually stumble.
- b) Risk management is an ongoing effort in which MoECHE will always be engaged in.
- c) Developing and communicating a risk management policy is important. The objective is to incorporate a consistent approach to risk management into the culture and strategic planning processes of the MoECHE. This will support the setting of priorities and making of decisions at the MoECHE level.
- d) Risk is ultimately everyone's responsibility, but that creates a situation where it can be no one's responsibility. Clear authority needs to rest on key figures who will be accountable for their actions. Establishing accountability and authority is very important.



**Ministry of Education, Culture and
Higher Education
Federal Government of Somalia**

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