

# Joint Review of the Education Sector in Somalia

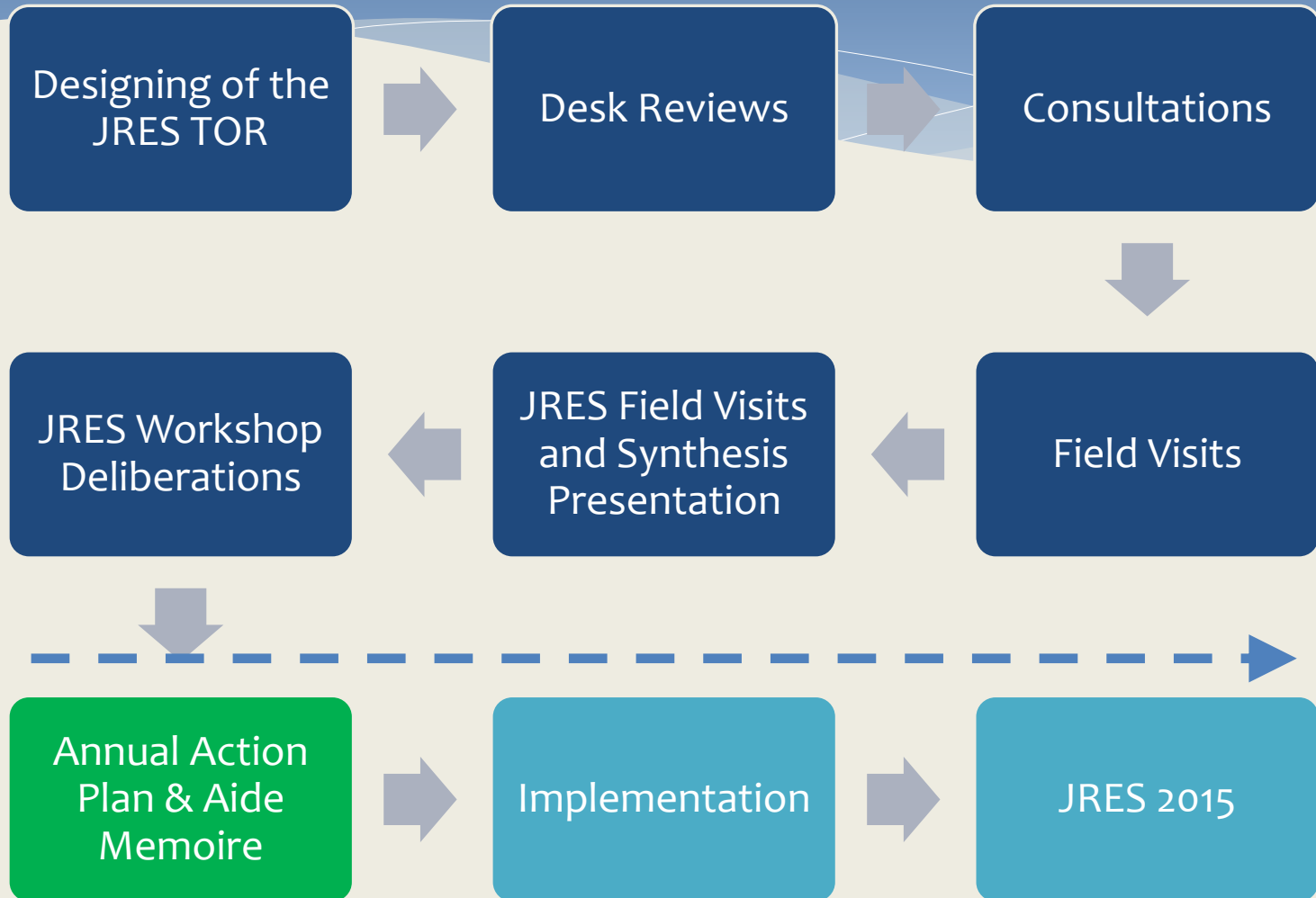
## Focus on South Central Zone

Synthesis Report and Field Visits Presentation

# Overview of the JRES Presentation



# JRES Methodology



# Desk Review

## Reports & MOE Documents

- IESSP 2013 – 2016
- Appraisal Report of Interim Education Sector Strategic Plan 2012 – 2016

## Statistics

- EMIS data MOE/UNICEF for Banadir Region
- Data from meetings with MOE Directorates
- Data from partners (Agencies, Umbrellas etc)

## Partner Project Information

- Elmidoon I & II, SEAQE
- Somalia Youth Leadership Initiative
- Global Partnership for Education
- Girls Education Challenge
- SOMGEP
- Educate your Children etc.

# JRES Consultations (MOE)

## Designation

Minister – Ministry of Higher Education and Culture

Director General, MOE

Director General, HE

Head of Public Schools

Director, Private Schools

Director, Quality Assurance

Technical Advisors, Technical Officers and Education Officers

Regional Education Officers

Head Teachers & Teachers

# JRES Consultations (Partners)

Institution	Number of People
1. European Union Delegation	2
2. United States Agency for International Development (USAID)	1
3. United Nations Children's Fund (UNICEF)	4
4. Global Partnership for Education (GPE)	Info
5. Mercy Corps	Info
6. Adventist Development and Relief Agency (ADRA)	2
7. Care International	Info
8. Education Sector Committee (ESC)	1 & Committee Meeting
9. Education Umbrellas (FPENS, FENPS & Marwezi)	3
10. SFS	Info
11. American Refugee Committee	Info

# Schools Field Visits (HTs, Teachers, Students, CECs)

Town/Region	Subsector	Institution Name
<b>Banadir</b>	Public Primary	Karan Primary School
	Private Secondary	12 <sup>th</sup> October Primary & Secondary School
	TVET	Wardi Skills and Vocational Training Centre
	IDP School	Iskashi Primary School
	University	Somali National University
<b>Bay</b>	Public Primary	Albashar Primary School
	NGO	Dr. Ricardo Organization

# Summary of the IESSP

## Interim Education Sector Strategic Plan

- \* **What is it?** A road map for achieving the Education aspirations of Somalia (South Central Zone).
- \* **What does it contain?** Immediate and Mid term Priorities, Strategies and Targets.
- \* **Duration:** 3 years (2013/2014, 2014/2015, 2015/2016)
- \* **Sub-Sectoral Coverage:** Basic Education (Formal & Non-formal), TVET, Teacher and Higher Education.
- \* **Focus:** Access, Equity and Quality
- \* **Current Projected Cost:** US\$ 71,570,098



# 2014 – The Year Under Review

## **Subsectors under review**

### **(A) Institutional Development**

- 1) **National Education Policy i.e. Education Act**
- 2) Institutional Management Policy
- 3) Financial Planning and Management systems
- 4) **EMIS**
- 5) National language policy
- 6) **Curriculum Policy and performance framework**
- 7) Teacher Supply and Demand and Teacher Development and Management
- 8) **Higher Education and Teacher Education policies**
- 9) Textbook and Teaching and Learning Resources Policy
- 10) Education Sector Institutional Capacity Building policy
- 11) Gender, Special Needs, peace education, quality assurance and emergency preparedness and response policy
- 12) Education communications policy

# 2014 – The Year Under Review

## **Subsectors under review**

### **(B) Service Delivery**

- 1) Basic Education (ECE, Primary and Secondary)
- 2) Physical Infrastructure
- 3) Curriculum
- 4) Teacher Education
- 5) Teacher Support/Inspectorate
- 6) TVET
- 7) Higher Education
- 8) Emergency Preparedness

# Key Result Indicators of the IESSP for Year 2 (2014/2015)

## Key Result Indicators: (A) Institutional Development

- Medium term configuration of FMIS established
- FPM systems developed across Directorate.
- Annual work-plans prepared on basis of Unit Cost Budgeting process.
- Officers, teachers and other employees' salary grades, incentives and performance agreements finalised and implemented.
- Three year rolling programme of review of salaries, incentives and performance agreements established.
- Medium term configuration of EMIS established based on experience in Puntland and Somaliland.
- All school student and infrastructure data captured by EMIS. EMIS and FMIS data used as basis for: annual sector review; annual sector development; decision-making.
- Findings from Teacher Supply and Demand study prioritized.
- National Minimum Quality Standards defined. Findings from School Mapping evaluated. Proposed actions costed, prioritised, implemented

# Key Result Indicators of the IESSP for Year 2 (2014/2015)

## Key Result Indicators: (B) Service Delivery

- Adapted EMIS system in operation
- Competence & capacity for the DoE staff to run and manage the EMIS system
- Examination Centre in place
- 50 DOE staff trained
- TAs hired
- School performance indicators adapted
- Level of compliance to DoE regulatory requirements improved
- 2250 primary & secondary school teachers trained

# 1) Agency Activity Mapping



## Key Donors

European Union

USAID

GPE

NORAD

UKAID

DFID

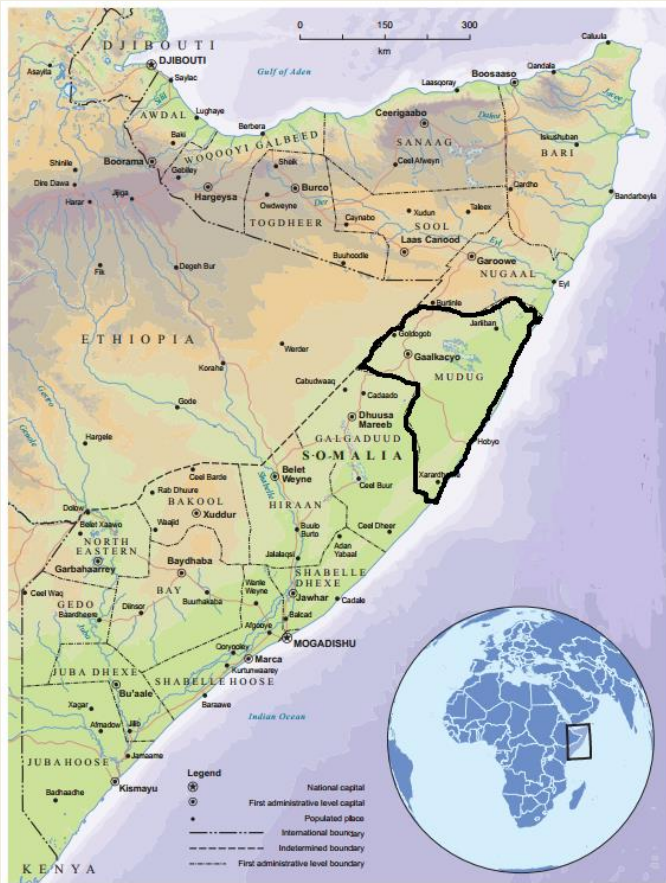
CHF

DANIDA

Netherlands Government

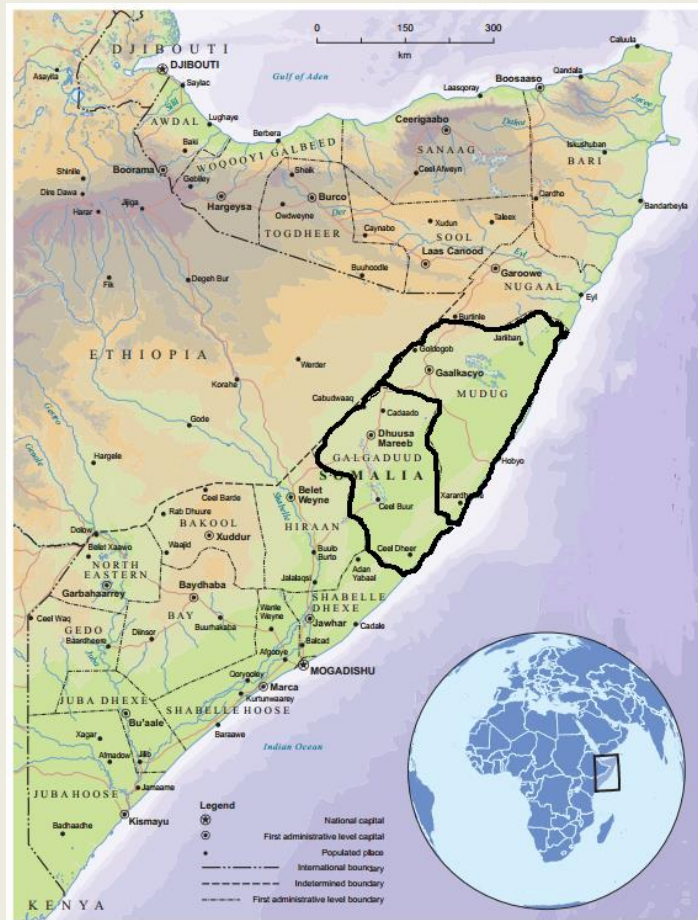
UNICEF

# Galmudug



- Capacity Building of MOE staff, CECs
- Infrastructure development
- Teacher Training and Incentive Payments
- T/L Materials
- NFE and TVET support

# Galgadud



• Data Unavailable presently



# Hiran



- Infrastructure
- Teacher Training



- Infrastructure
- MOE & CEC capacity building



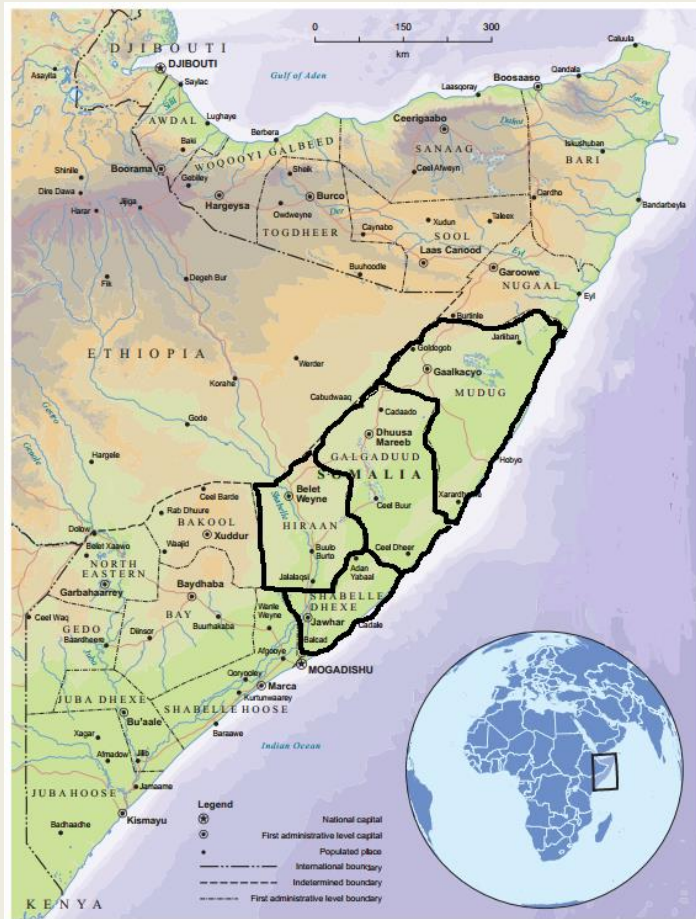
- Teacher Training, Incentives
- EMIS



- TVET & NFE Training
- Apprenticeship provision



# Middle Shabelle



- TVET & NFE Training
- Apprenticeship



- Teacher Training, Incentives
- MOE Capacity building

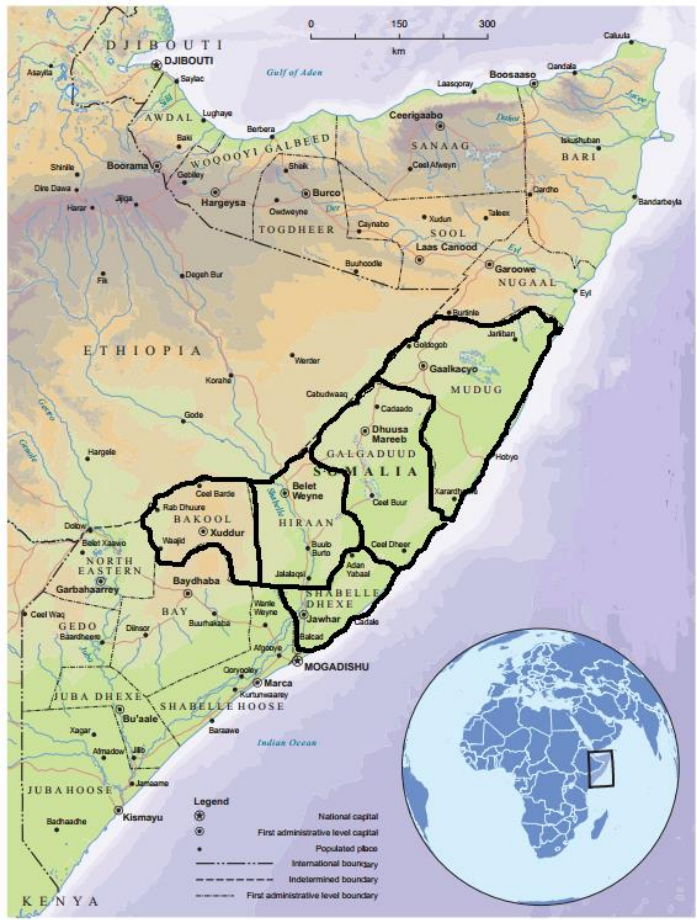


- Infrastructure
- TVET & NFE Training
- Teacher Training



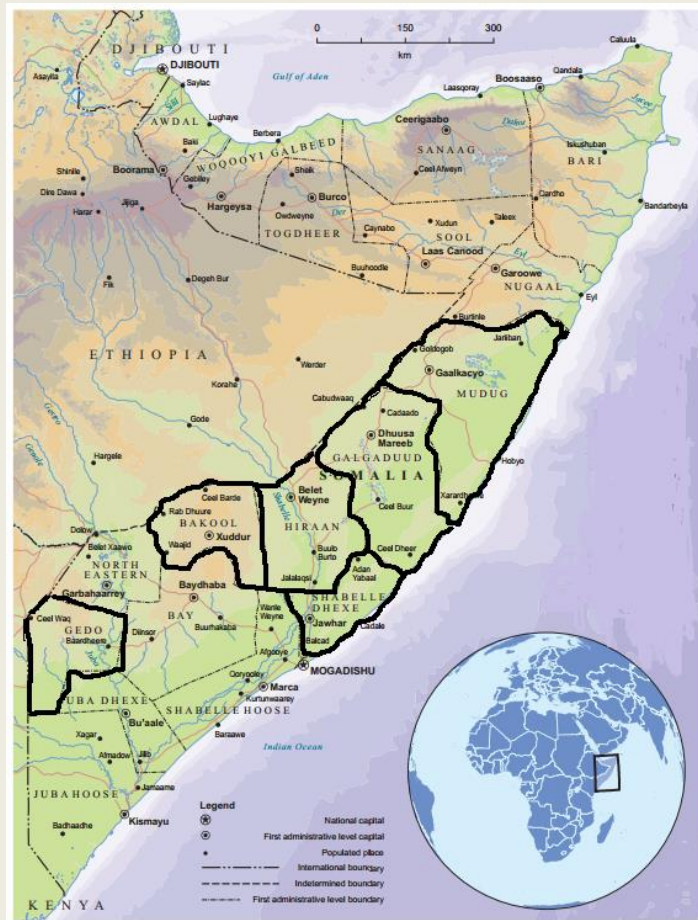
- Teacher Management System
- Support to REOs
- Curriculum review support

# Bakol



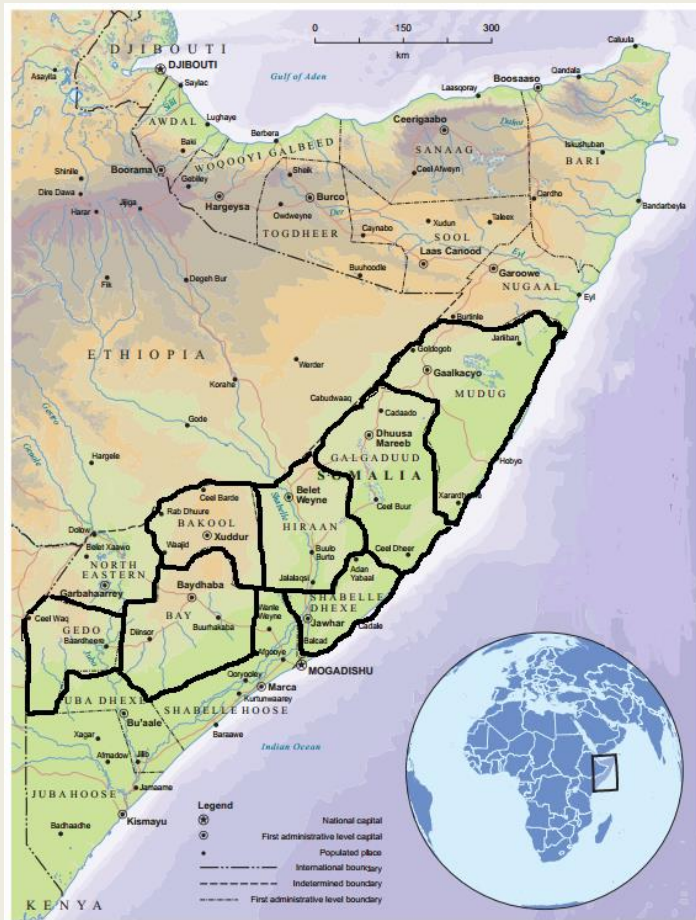
- Data Unavailable presently

# Gedo



• Data Unavailable presently

# Bay



- Teacher Support
- NFE support



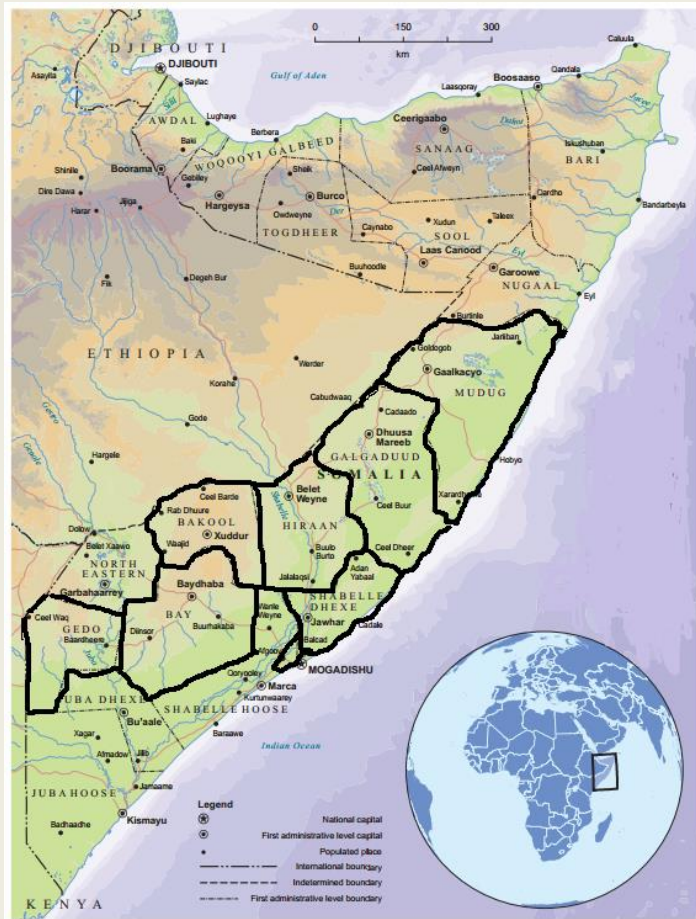
- Infrastructure
- MOE & CEC Capacity

Dr. Ricardo  
(Local/NGO)

- Infrastructure
- Capacity Building
- Teacher salaries



# Banadir



- Infrastructure
- Teacher Training



- EMIS support
- Teacher Training & Incentives



- Infrastructure
- MOE Capacity Building



- Curriculum Review Support



- TVET Training

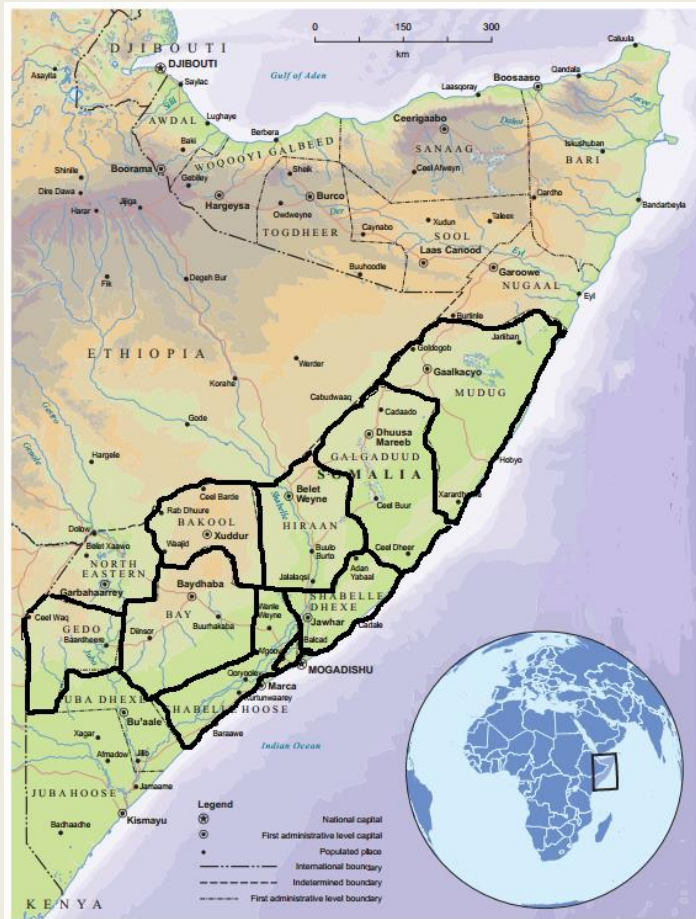


- Support to IDP schools



- TVET Training

# Lower Shebelle



FENPS

- Infrastructure
- Teacher Recruitment & Incentives
- Enrolment support

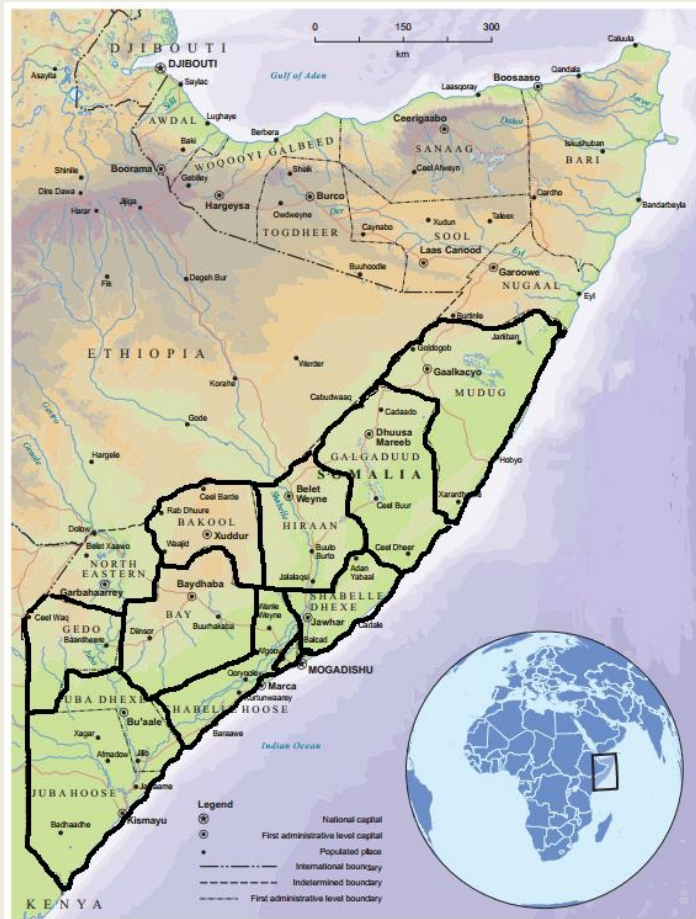


- Infrastructure
- Teacher Training
- MOE & CEC Capacity Building



- Teacher Management System
- Teacher Incentives
- Infrastructure

# Jubba



SFS

- Quran and Mobile schools support
- Constructed Library in Kismayu

unicef

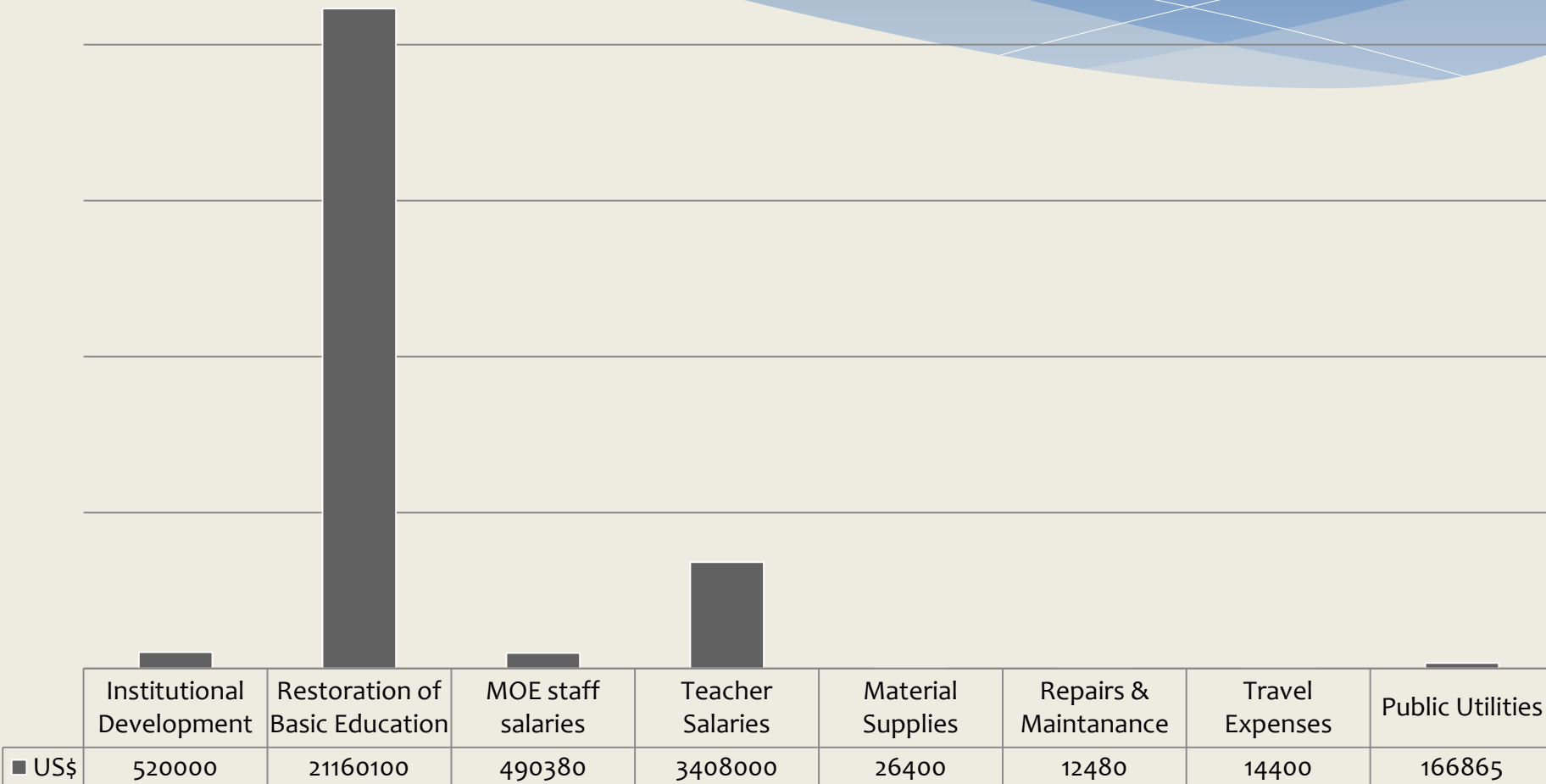
- Teacher Training & Incentives
- NFE Training

MercyCorps

- Infrastructure for Secondary Schools
- Teacher Training
- NFE & TVET Training

## 2) Education Financing: Projected Costs (2014)

Total: US\$ 25,798,625





# Educational Financing (2014 budget)

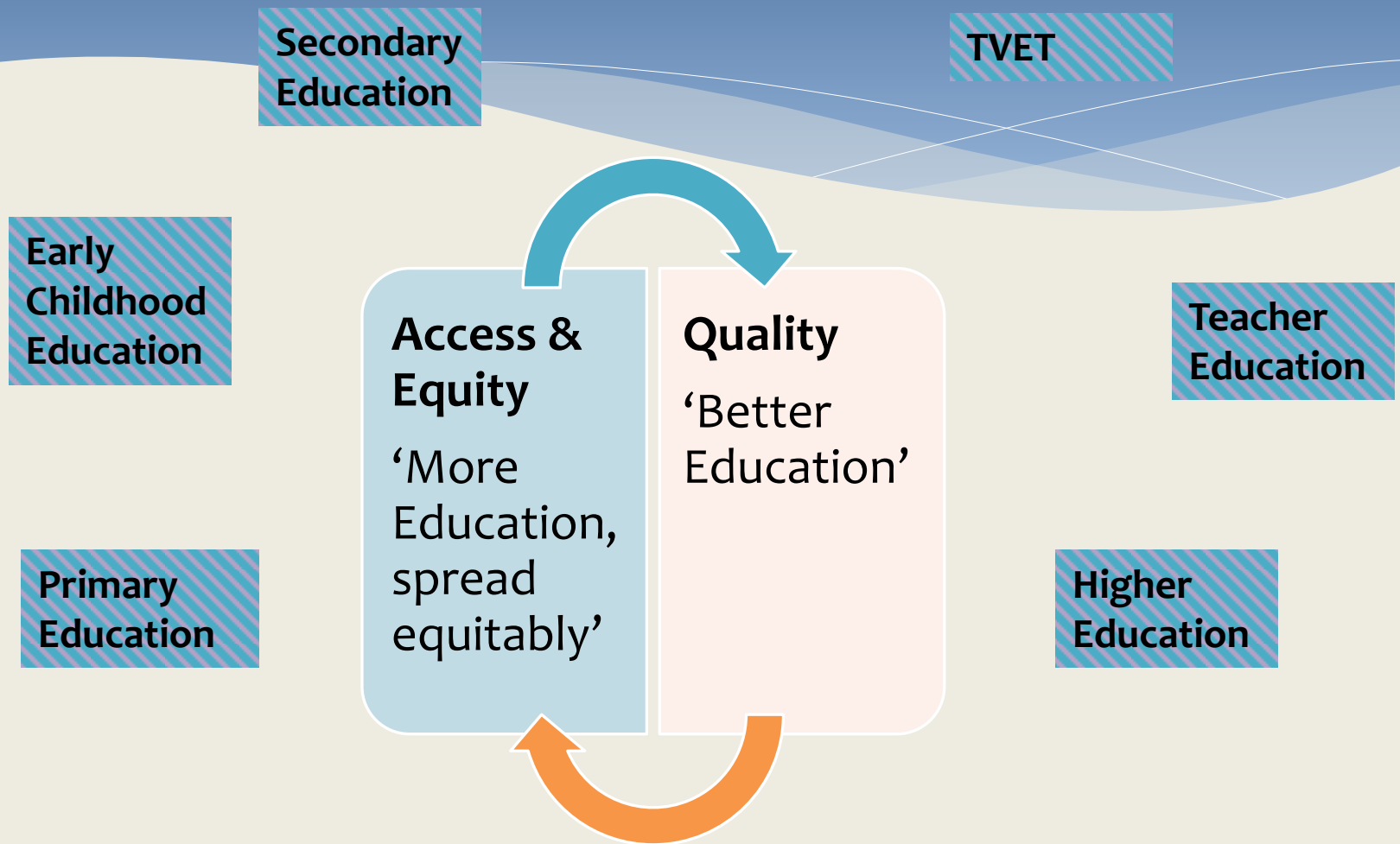
2014 Education Budget (US\$)		Source of Funds (US\$)		
		Domestic	Development Partners	Other (Private)
Projected Costs	25,798,625	(Unspecified)		
Actuals	NA	NA	TBC	NA
Funding Gap	NA	NA	NA	NA

**Total Allocation by Government: NA**

# Key Points for Discussion

- 1) **Budget:** What is the extent of capitation for the FY 2014 projected budget: priorities and sources for a costed 2015 Education Action Plan?

# Overview of Subsectors (Access and Quality)



# 3) Early Childhood Education

## Summary of Targets

- ECE is very key to literacy campaigns. However, no ECE activity budgeted for in the IESSP 2014 plan.

## Achievements

- Ministry of Education Presentation

# Key Points for Discussion

- 1) **Budget:** What is the extent of capitation for the FY 2014 projected budget: priorities and sources for a costed 2015 Education Action Plan?
- 2) **ECE:** Which key ECE focus areas need prioritization for FY 2015.

## 4) Primary Sector













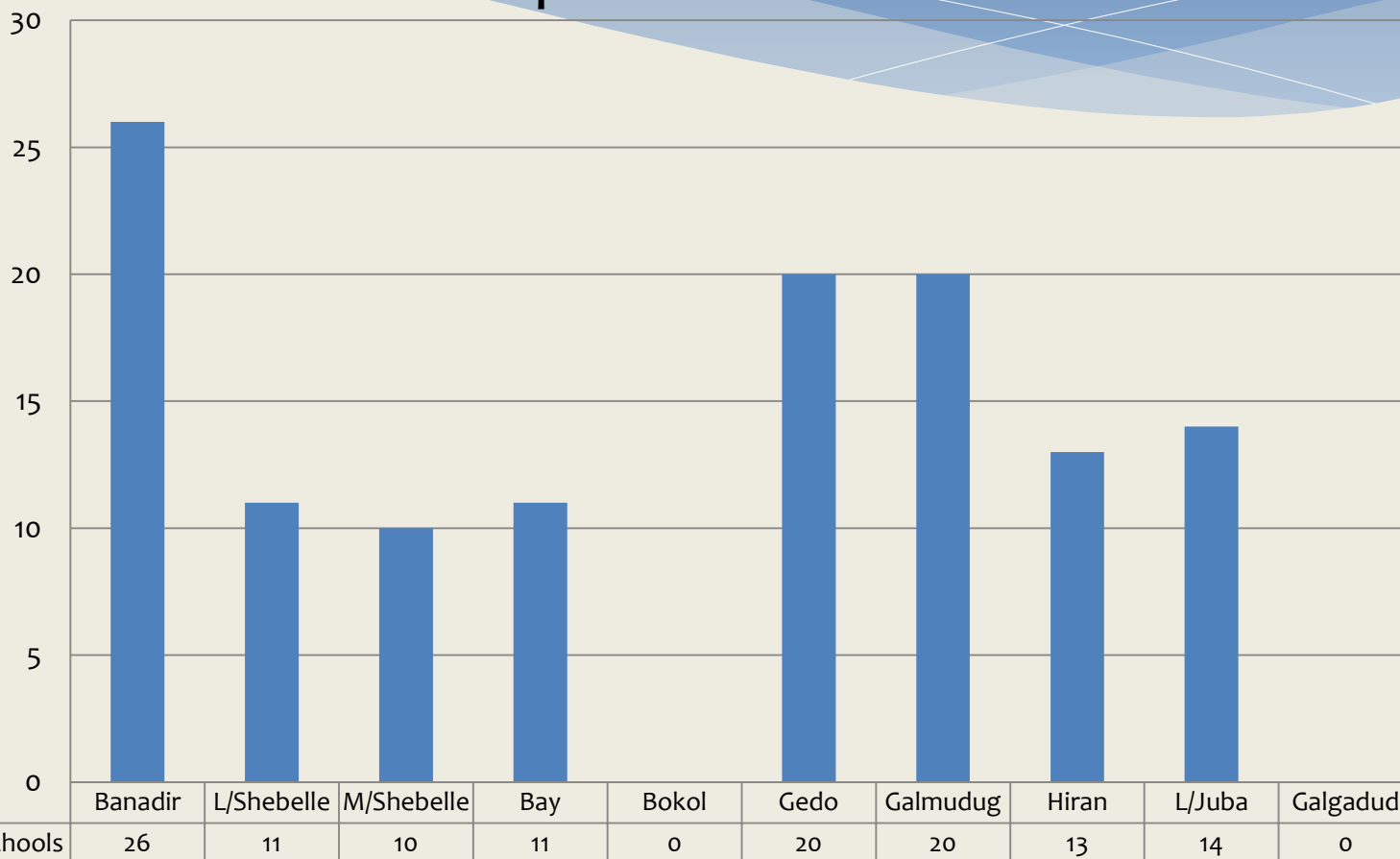






# Total No. of Public Schools (10 regions)

Number of public schools



# Primary Education – IESSP 2014 Targets

## Summary of Targets

- **Infrastructure:** Build/renovate 124 schools (996 classrooms)
- **Capacity Building:** Train and Deploy 1500 Primary School Teachers

## Extent of Achievements

- Ministry of Education Presentation on Access

# Case Study 3 Primary Schools

	Karan (Public)	Albashar (Public)	Iskashi (IDP)
<b>Region</b>	<b>Banadir</b>	<b>Bay</b>	<b>Banadir</b>
<b>No. of Students</b>	670 (46%:54%) <b>37% in G2</b>	452 (55%:45%)	400 (51%:49%)
<b>No. of Teachers</b>	34 (6 female) 2 shifts	19 (0 female)	8 (1 female)
<b>Teacher Qualifications</b>	31 have no post-secondary Qualifications	10 have no post-secondary Qualifications	7 have no post-secondary Qualifications
<b>Who pays the teachers?</b>	GPE 50% - MOE 50%	PTA & CEC	FENPS (CHF)
<b>Classroom supervision</b>	SOWs & Lesson Plans	Senior teachers observe	Head Teacher
<b>Student Drop out</b>	Feeding program	Fear to repeat classes	Food, Migration from camps, Child Labour
<b>Catchment Areas</b>	Surrounding villages, Host and neighbouring District/s	Surrounding villages	Host IDP Camp & Neighbouring IDP camps
<b>Curriculum &amp; Certification</b>	UNICEF/NRC – MOE	FPENS	UNICEF/NRC - MOE
<b>Facilities</b>	10 classrooms, 0 toilets, 0 water source	16 classrooms, 1 solar system, 16 toilets	4 classrooms (temp)

# Key Points for Discussion

- 1) **Budget:** What is the extent of capitation for the FY 2014 projected budget: priorities and sources for a costed 2015 Education Action Plan?
- 2) **ECE:** Which key ECE priority areas need prioritization for FY 2015.
- 3) **Access:** Modalities for rapid increase in GER post-early recovery phase. Public/Private Partnerships?
- 4) **Data:** EMIS data for the 10 regions



# 5) Special Needs Education

## Summary of Targets

- Establish special orphan centres for both girls and boys each in the 11 regions by 2015
- Establish special learning centres for both girls and boys
- Introduce mobile (Camel)schools for nomadic pastoralists

## Extent of Achievements

- Ministry of Education Presentation

# Key Points for Discussion

- 1) **Budget:** What is the extent of capitation for the FY 2014 projected budget: priorities and sources for a costed 2015 Education Action Plan?
- 2) **ECE:** Which key ECE priority areas need prioritization for FY 2015.
- 3) **Access:** Modalities for rapid increase in GER post-early recovery phase.
- 4) **Data:** EMIS data for the 10 regions
- 5) **Special Needs Education:** Prioritization of SNE to enhance equity

## 6) Secondary Sector



# Case Study 1 Secondary School

<b>Name of School</b>	<b>12<sup>th</sup> October</b>
<b>Region</b>	<b>Banadir</b>
<b>No. of Students</b>	509 (60%:40%)
<b>No. of Teachers</b>	12 (0 female) 2 shifts
<b>Teacher Qualifications</b>	9 BA, 3 MA
<b>Who pays the teachers?</b>	Income from Student Fees
<b>Classroom supervision</b>	Syllabus, SOWs & Lesson Plans
<b>Student Drop out</b>	Displacement
<b>Catchment Areas</b>	Nationally, Internationally - Kemya, UAE, Saudi Arabia
<b>Curriculum &amp; Certification</b>	FPEN 2014 – MOE
<b>Facilities</b>	9 classrooms

# Secondary Education – IESSP 2014

## Targets

### Summary of Sector & Targets

- EMIS Data on secondary schools in the 10 regions unavailable
- Largely Private (Fee paying)

### Extent of Achievements

- Ministry of Education Presentation

# Key Points for Discussion

- 1) **Budget:** What is the extent of capitation for the FY 2014 projected budget: priorities and sources for a costed 2015 Education Action Plan?
- 2) **ECE:** Which key ECE priority areas need prioritization for FY 2015.
- 3) **Access:** Modalities for rapid increase in GER post-early recovery phase.
- 4) **Data:** EMIS data for the 10 regions
- 5) **Special Needs Education:** Prioritization of SNE to enhance equity
- 6) **Equitable access** for secondary sector. (Non fee paying)



## 7) Technical Vocational Education and Training (TVET)



Save the Children

**Graduation Ceremony for Skills training trainees in the field  
of Beauty Saloon, Computer Front-Office Operations and  
Electrical Installation  
Under Elmidon Project,**

**Implemented BY  
WARDI Enterprise Based Vocational Training [TVET]  
Date: 07/06/2014**





22-11-2010

Sabit







# Overview of the TVET sector

Total number of  
Institutions

- Data not available

Total Number of  
Students

- Data not available

Total Number of  
Teachers/Trainers (1075)

- Data not available

Top 5 courses by  
Frequency

- Data not available

# TVET IESSP Targets

## Summary of Targets

- Refurbish 5 former TVET Centres in; Mogadishu, Merka, Beledweyn, Baidoa and Galcayo by 2015
- Provide Catch –up programs and livelihood skills in the early recovery phase for post primary and secondary drop-outs

## Extent of Achievements

- Ministry of Education Presentation

# Key Points for Discussion

- 1) **Budget:** What is the extent of capitation for the FY 2014 projected budget: priorities and sources for a costed 2015 Education Action Plan?
- 2) **ECE:** Which key ECE priority areas need prioritization for FY 2015.
- 3) **Access:** Modalities for rapid increase in GER post-early recovery phase.
- 4) **Data:** EMIS data for the 10 regions
- 5) **Special Needs Education:** Prioritization of SNE to enhance equity
- 6) **Equitable access** for secondary sector. (Non fee paying)
- 7) **Expansion of targeted TVET training** Labour market survey



# 8) Teacher Education – IESSP Targets

## Summary of Targets

- Train and deploy 1500 Primary School Teachers
- Train and deploy 750 Secondary School teachers

## Extent of Achievements

- Ministry of Education Presentation

# 9) Higher Education

# Targets & Achievements

## Summary of Targets

- Revival of the Somali National University

## Achievements

- Ministry of Higher Education Presentation

# Sample of HEIs in SCS

Name of University & Region	No. of BA Students	No. of Postgraduate students	Faculties	No. of Teaching Staff	State of Infrastructure	Flagship Programs
Somali National University  Banadir	Male – 183 Female – 92	None	Medicine, Agriculture, Veterinary, Law, Economics, Management Science	PhD - 4 MA/Msc - 23	Lecture Halls – 17 Library – 1 Hostels – 0 Laboratory – 8	Agriculture, Medicine, Veterinary, Education
Galkayo University  Galmudug	Male – 537 Female – 138	None	Medicine, Health Science Education Computers Science	PhD – 2 MA/Msc – 8 BA/Bsc – 17 Diploma 0	Lecture Halls – 10 Library – 1 Hostels – 2 Laboratory – 1 Other (Specify) - 6	Medicine Education Health Science
Kismayo University  Lower Jubba	Male – 668 Female – 79  <b>Total : 747 students</b>	Kismayo University provides undergraduate program only	Economics and Management Science, Health Science, Education, Shariah, Computer Studies	PhD – 4 MA/Msc – 15 BA/Bsc – 32  Total = 51	Lecture Halls – 63 Library – 1 Laboratory – 1 Computer lab - 2	Economics and Management Science Health Sciences Education Shariah Computer Studies

# Sample of HEIs in SCS

Name of University & Region	No. of BA Students	No. of Postgraduate students	Faculties	No. of Teaching Staff	State of Infrastructure	Flagship Programs
University of Southern Somalia Bay	Male ---186 Female-- 64	None	Nursing Business Admin Education Islamic Study Agriculture Information Tech.	MA/Msc 2 BA/Bsc 23 Diploma 9	Lecture Hall 1 Library 1 Office 2 Computer Lap 1 IRT 1	Nursing, Arts, Education
SIMAD UNIVERSITY  BENADIR	Male – 3060 Female – 7804	Male = 32 Female=128	Medicine& Health science Business & ACC, Education Computer science Economics & social science ,Law	PhD – 18 MA/Msc– 118 BA/Bsc – 62 Diploma - 0	Lecture Halls – 44 Library – 2 Hostels – 0 Laboratory – 6 Other (Specify) - 0	Business & Accountancy, Computer Science & Technology & Public Administration

# Key Points for Discussion

- 1) **Budget:** What is the extent of capitation for the FY 2014 projected budget: priorities and sources for a costed 2015 Education Action Plan?
- 2) **ECE:** Which key ECE priority areas need prioritization for FY 2015.
- 3) **Access:** Modalities for rapid increase in GER post-early recovery phase. How can the Private Sector support access?
- 4) **Data:** EMIS data for the 10 regions. How can we improve data quantity and quality?
- 5) **Special Needs Education:** Prioritization of SNE to enhance equity
- 6) **Equitable access** for secondary sector. (Non fee paying)
- 7) **Expansion of targeted TVET training** Labour market survey
- 8) **Higher Education Institutions** – Mapping and expansion of relevant programs

# Summary of Achievements in 2014

## Access

- Significant improvements in student enrolments at primary and secondary level (Go to School Initiative)
- Significant Infrastructural improvements i.e. new schools and classrooms
- Policy – Education Bill Drafted
- Revival of SNU
- Significant donor support (Somali Compact etc)

## Quality

- More teachers have been recruited
- More teachers undergoing training (in-service)
- More T/L materials distributed.
- Policies on table for discussions (Education Policy draft)
- More opportunities for management Training for Head teachers, CECs and MOE staff



# Summary of Challenges in 2014

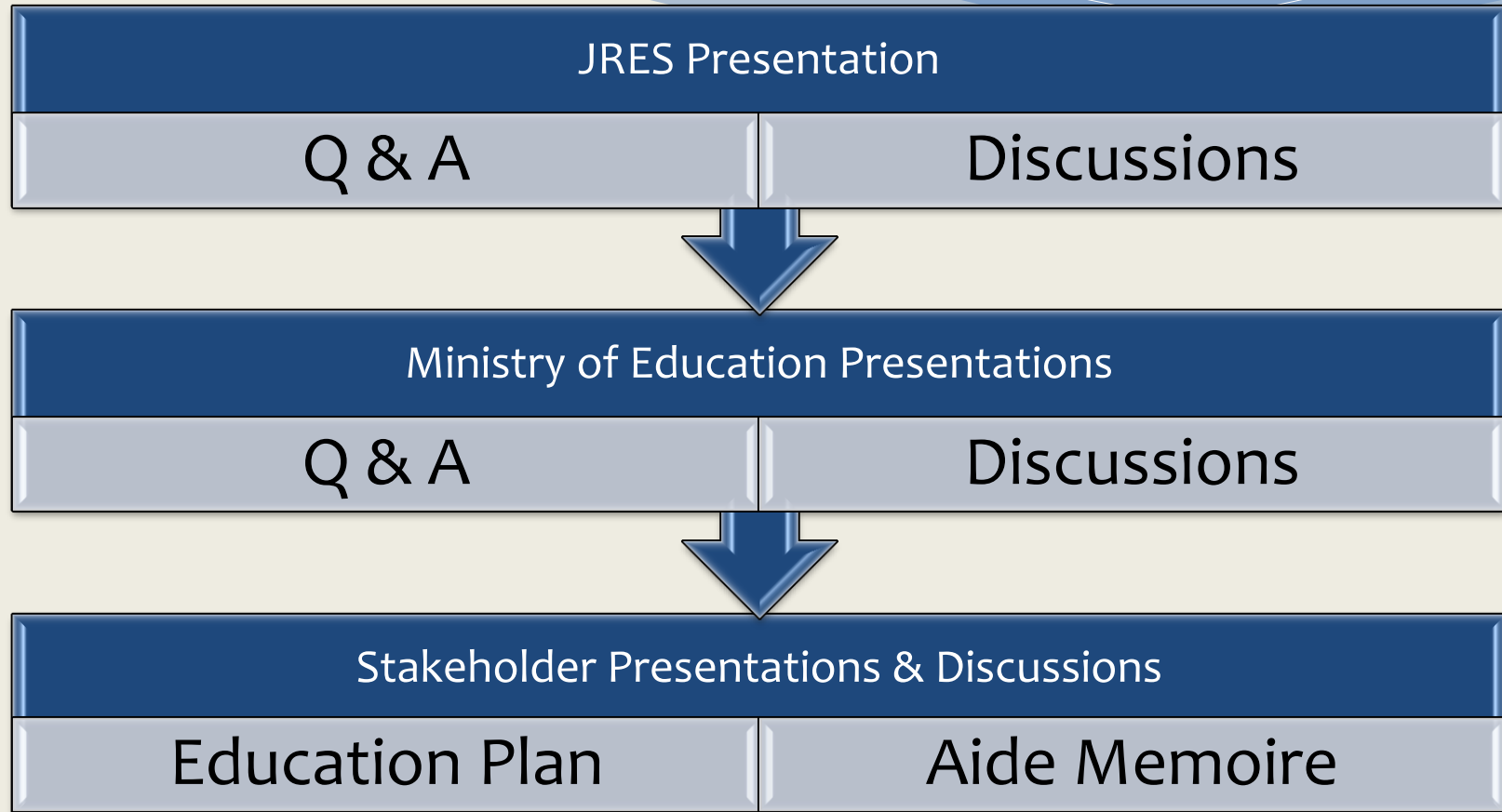
## Access

- Security still a major impediment to education provision
- Infrastructure Needs still significantly high
- Data quantity and quality still a challenge
- Minimal resources at primary schools for capital and operational costs
- Low capitation from MOE/State
- The Private Provision Question

## Quality

- Security still a major impediment to education provision
- Certified Teacher - student ratio still low
- Student – text book ratio still very low especially in secondary school
- Capacity to, frequency and quality of teacher supervision is still a challenge
- Significant need for MOE capacity building at central and decentralized levels to strengthen Regional and District offices

# Recommendations



# Thank you!

\* Q & A session