



Ministry of Education, Culture and Higher Education

**Aide Mémoire
Joint Review of the Education Sector (JRES) 2015**

Dec 5th -6th 2015

TABLE OF CONTENTS

TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	3
INTRODUCTION	5
OBJECTIVES	5
PREPARATION AND IMPLEMENTATION OF THE JRES	5
THE JOINT REVIEW WORKSHOP – DECEMBER 2015	6
SUMMARY OF KEY NOTE SPEECHES	6
KEY TRENDS IN THE EDUCATION SECTOR IN 2015	6
1. RESTORING BASIC EDUCATION	7
STRATEGIES	7
ACHIEVEMENTS AND CHALLENGES – RESTORING BASIC EDUCATION	7
2. INSTITUTIONAL DEVELOPMENT	7
STRATEGIES	7
ACHIEVEMENTS AND CHALLENGES – INSTITUTIONAL DEVELOPMENT	8
3. CROSS CUTTING ISSUES	9
STRATEGIES	9
ACHIEVEMENTS AND CHALLENGES – CROSS CUTTING ISSUES	9
4. EDUCATION SECTOR COORDINATION	9
KEY MESSAGES– JRES WORKSHOP DISCUSSIONS	10
DONORS COMMUNIQUÉ	12
APPENDICES	13

EXECUTIVE SUMMARY

This Aide Memoire summarises the outcomes of the Joint Review of the Education Sector (JRES) in south and central regions of Somalia. The JRES was conducted between 13th November to 6th December 2015. The JRES was led by the Ministry of Education, Culture and Higher Education (MOECHE) with technical and financial support from the European Union (EU) delegation and other partners. The purpose of the second JRES was;

- a) To review the progress made towards the implementation of last year's (2015) Education Action Plan;
- b) To evaluate the challenges encountered in achieving last year's action plan and the sector in general.
- c) To reach a consensus and set the Education Action Plan for 2016.

The entire JRES exercise entailed review of secondary data, key informant interviews and field visits in Benadir Region of Somalia and culminated in two day workshop between 5th and 6th December. Though, it was planned, the consultant could not travel to Jubaland and South West State regions due to logistical challenge, mainly flight related. Efforts were however made to acquire relevant information and data through contacts with Regional Education Officers.

The workshop was officially opened by Hon. Dr Khadar Bashir, Minister for Education while the EU Head of Delegation Mr Michele Cervone d'Urso spoke on behalf of the donors to the education sector in Somalia. A total of 100 participants attended the two day workshop. The participants included regional education officers, MOECHE staff, University lecturers, representatives of private umbrella networks and representatives of implementing agencies, UNICEF and donors namely the EU, USAID, World Bank, GPE. Also in attendance were state level delegations from Puntland, Galmudug, South West, Benadir, Jubaland, Galmudug and Central (Middle Shabelle and Hirshabelle). The theme of this year's JRES was, "expanding access to quality education in Somalia"

Restoring basic Education

The JRES consultations, workshop and document reviews indicate that the MOECHE, in partnership with donors, including the EU delegation, USAID, and UNICEF, had made substantial investments in restoring basic education through school constructions and rehabilitation of infrastructure. A total of 144 new classrooms had been constructed and about 210 classrooms rehabilitated during the year achieving about 10% of the target in school constructions. However, it is observed that there are implementing partners who deal directly with the regional authorities and thus the number of the classrooms constructed across the south central may be significantly higher than the ones reported above.

A total of 1269 teachers were trained during the year by a number of implementing partners, making the MOECHE achieve 56.4% of the target on teacher trainings. It is observed that about half of the teachers trained are secondary school teachers.

Institutional Development

The JRES consultations and interviews with education stakeholders indicate that for the year under review, the ministry made significant achievements in institutional development of the education ministry. In partnership with donors and implementing partners the ministry was able to organize the first national secondary schools examinations in 24 years where well over 3500 students sat the same examination across regions in South Central Somalia. Additionally, the Ministry was able to organize a workshop that brought together education stakeholders across Somalia to discuss the framework for Somalia-wide curriculum framework. To overcome the challenges of verifiable educational data in South Central Somalia, Ministry of Education supported by partners had embarked on the school wide census for schools across the regions.

Cross Cutting Issues:

To address equity and inclusiveness in provision of education in South Central Somalia, the MOECHE included gender, Special Needs Education (SNE) and emergency education in the work plan for 2015. However, it is established that no implementing partner was supporting SNE and that despite the reported dialogue meetings with communities and parents, the gender gap between boys and girls in schools are wide. Additionally, there are more male teachers than female teachers in schools. For instance, in Jubaland State of Somalia, a paltry 22% of primary school teachers are female.

Challenges Facing the Education Sector in South Central Somalia:

- ✓ Paying teachers. Teachers had not received incentives for 5 months
- ✓ About 1.8 million children of school going age are out of school
- ✓ Partners support to sectors are project based with time limit.
- ✓ Occupation of public space by IDPs, armed groups (military, police) and private
- ✓ Insecurity and political instability still a major impediment to education
- ✓ Data quantity and quality still a challenge (impacts on planning and decision making)
- ✓ Low capitation from Federal Government State (4.2% of Federal Budget)
- ✓ The Private Provision Question
- ✓ The Limited capacity of MOECHE (Technical and Human Resource capacity) to contribute to program implementation

INTRODUCTION

This Joint Review of the Education Sector (JRES) in South Central Somalia was conducted within the context of the Interim Education Sector Strategic Plan (IESSP) 2013 – 2016. The JRES has been conducted with the support of the EU Delegation in partnership with the Ministry of Education, Culture and Higher Education and other Development Partners. The JRES took place from Mid-November to Early December 2015. The review entailed key informant interviews with various education stakeholders engaged in the Education sector support.¹ These included donors as well as implementing agencies. Additionally, all the various directors of the education were interviewed as well as the director general, as well as the Federal Minister for education. Field visits were undertaken where the consultant interacted with pupils, teachers, head teachers, regional education officers to get first-hand experience and perception of education stakeholders. The second JRES exercise culminated in a two day workshop held at AMISOM Conference Hall in Mogadishu on 5th-6th December. The workshop was officially opened by the Federal Minister for Education. In attendance was His Excellency, the Head of the EU Delegation to Somalia Ambassador Michele Cervone d'Urso.

OBJECTIVES

The main objective of the Joint Review of the Education Sector (JRES) in South Central Somalia was to review the last year's (2015) action plan, evaluate successes and challenges in implementing the 2015 Action plan and to reach develop action plan for 2016.

PREPARATION AND IMPLEMENTATION OF THE JRES

The Federal Ministry of Education in collaboration with EU delegation in Somalia developed the TOR of the JRES. The EU delegation in Somalia in consultation with MOECHE Somalia hired a consultant to lead the process of the JRES.. The consultant carried out desk review of various literature, interviewed donors and implementing agencies both at Nairobi level and in Mogadishu. Education directors, the director general, and Federal Minister for Education were also interviewed in Mogadishu. Field visits to education institutions in Benadir region of Somalia was conducted where the consultant interacted with pupils, teachers, head teachers and centre managers. Though initially planned for, the consultant could not visit Kismayo and Baidoa due to challenges of flight connections from Mogadishu.

The JRES workshop was attended by 100 participants from all the regions of Somalia except Somaliland. The participants of the workshop included; Regional Education Officers, the civil society – including representatives from local NGOs, implementing agencies, donors and MOECHE officials. In attendance were regional representatives from Jubaland State, South West State, Gamudug State, the evolving Central (Hiran and Middle Juba) and Puntland State of Somalia.

¹ EU delegation, UNICEF, DRC, CARE, Mercy Corps, CFBT, SC, ADRA, Concern Worldwide

SUMMARY OF KEY NOTE SPEECHES

The Joint Review of the Education Sector workshop was officially opened by Hon Dr Khadar Bashir Ali, the Federal Minister for Education. In her keynote address, the Minister recognized the presence of various stakeholders and thanked them for their presence. She reaffirmed that through the support of partners; progress had been made for the year but indicated on the need to move forward. Hon Dr Khadar specifically, thanked Ministry of Education and Higher Education of the Puntland State of Somalia for the support the Puntland Ministry of Education extended to the Federal Ministry of Education during the preparation for the national secondary schools examinations. The minister noted that the constitution of Somalia is quite explicit on the right to education opportunity for every Somali child. The Minister was emphatic on the need to develop framework of relationship with regional authorities, finalize the education and higher education policies as well as the various sub sector policies. She stressed that the priority in 2016 is to ‘move away from urban centres’ and to enhance access to education in newly liberated areas. On the issue of educational financing, the Minister stated that the Federal budget to education of 4.2% is small and hence the need for collective advocacy for the sector.

The Head of EU Delegation to Somalia Ambassador Michele Cervone d'Urso, stated that it was a real pleasure to partake in the second Joint Review of Education Sector. He observed that major progress had been made in planning and management of education with a shift from NGO leadership to leadership by the Ministry of Education. The ambassador reminded all on the need for sector wide approach to programming and ensuring that donor plans fit well within the plans of MOECHE for 2016. He also called for increased dialogue between the Federal Ministry and regional authorities to address equity issues in education. The ambassador recalled that with increased inputs in education sector stakeholders can expect higher returns or output and called on the need for the Federal Government to increase its budget to education. He stressed the need to include teacher salaries payment in the World Bank Recurrent Costs Reform Financing Project.

The key note speeches were complemented by thematic presentations from the JRES consultant and the Ministry of Education. There were several group discussions and plenary sessions addressing the themes of access and quality.

KEY TRENDS IN THE EDUCATION SECTOR IN 2015

This section reviews the implementation of the 2015 action plan. It highlights the targets, the achievements made in 2015 and the persistent challenges.

1. RESTORING BASIC EDUCATION

With over 1.8 million children who are of school age going children out of school in South Central Somalia, the MOECHE prioritised the need to restore basic education apportioning about 50.8% of the budget in the work to develop basic education.

STRATEGIES

The Education Action plan 2015 aimed at restoring basic education by:

- ✓ Construction of 3 schools each of 15 classrooms in each of the 83 districts
- ✓ Construct 11 regional education offices
- ✓ 2250 primary and secondary teachers trained
- ✓ Refurbish 5 TVET centres in Mogadishu, Marka, Beledweyn, Baidoa and Galkacyo
- ✓ Deliver catch up programs and livelihood skills for school drop outs

ACHIEVEMENTS AND CHALLENGES – RESTORING BASIC EDUCATION

Achievements

During the year under review, MOECHE in partnership with various implementing organizations achieved the following:²

- 144 new classrooms constructed and 210 classrooms rehabilitated
- 1 regional office in Kismayo under construction. Space for constructing 11 REO offices been identified
- A total of 1269 teachers trained (57% of target)
- 500 youths graduated from YEP centre with skills such as plumbing/tailoring

Challenges

- About 1.8 Million children are still out of school in South Central Somalia³
- Insecurity in some areas mainly middle Juba and Shabelle
- Lack of data on the various sub sectors
- About 80% of teachers are untrained
- Payment of Teacher salaries
- Low capitation from the Federal Government
- Most of the schools (over 90%) are in the hands of private education networks
- Low capacity from MOECHE

2. INSTITUTIONAL DEVELOPMENT

STRATEGIES

Recognizing that the establishment and implementation of policies to guide any organization are important, MOECHE had prioritised in the IESSP on the need to develop a number of policies. However it is observed that critical policies like the education and higher education

² Some partners such as Trocaire and other deal directly with regional authorities and their support is not necessarily reflected in the data on achievements presented in the report

³ Estimates from UNFPA population estimates for Somalia 2015

Act have not yet been concluded. Other policies that are yet to be developed and concluded include Special Needs Education policy, TVET policy and Gender policy, The 2015 action plan planned to address institutional development of the MOECHE by:

- ✓ Development of textbook and teaching/learning resources policy
- ✓ Education budget increased from 4.2% to 10%
- ✓ Develop centralized EMIS: to collect and collate data
- ✓ Common examination and certification system for both public and private primary and secondary schools
- ✓ Develop a long term perspective for TVET
- ✓ Develop university accreditation framework
- ✓ Develop framework of arrangement between Federal Ministry and Regional administration

ACHIEVEMENTS AND CHALLENGES – INSTITUTIONAL DEVELOPMENT

Achievements:

- ✓ Quality assurance checklist prepared
- ✓ HR procedure manual prepared
- ✓ Centralised secondary examinations carried out
- ✓ Somali-wide curriculum framework conference held
- ✓ Training on school census carried out
- ✓ A total of 23 staff scholarships to UON (11 postgraduate diploma and 12 masters degree)

Challenges:

EMIS: The lack of a credible and verifiable data remains a bottleneck in planning for education in Somalia especially South Central Somalia. The only available EMIS data reflects the Banadir region of Somalia. This implies that education data is available for only 1 region out of the 11 regions of South central Somalia hampering effective and targeted planning and programming. It is however observed that MOECHE with support from development partners have set the year 2016 when a unified EMIS data is available. Data clerks had been trained ready for collection and collation of regional education data.

Educational Financing: Discussions with Ministry officials (Minister and the director of finance and planning) showed that the actual contribution of the federal government had decreased to a low of 2% of the federal budget from the planned 4.2%. Moreover, most of the ministry staff intimated that they had not received their salaries.

Capacity of MOECHE: Apart from financial constraints, MOECHE faces considerable human resource challenge that is currently filled with technical assistants (TA) that are meant to support Ministry in core functions and knowledge transfer. However, it is observed that the TAs are project based and thus there is need to address long term human resource needs of the Ministry.

3. CROSS CUTTING ISSUES

STRATEGIES

The Education Action Plan 2015 in sync with the IESSP recognized the need to address equity and inclusiveness in education by planning to target some cross cutting issues. To address cross cutting issues, the Education Action Plan 2015 targeted Gender, SNE and EiE. It targeted to achieve;

- Establish programs for Special Needs Education
- Gender mainstreaming and advocacy for increased female student enrolment at all levels of education and administration
- Emergency preparedness through effective emergency coordination mechanisms

ACHIEVEMENTS AND CHALLENGES – CROSS CUTTING ISSUES

Achievements

- Dialogue meetings carried out to enhance enrolment of more girls in primary schools
- Pre-service opportunities for female teachers were provided by a number of implementing partners
- Regular cluster coordination meetings were held
- Planned country wide school census to improve planning
- Embedment of female (4) TA's and TO's in MOECHE

Challenges

- ✓ MOECHE directorates are male dominated. There is a single female director against 7 male directors. Though there are 4 female TA's, they are project based and not permanent ministry staff
- ✓ In Jubaland state of Somalia, female teachers are a paltry 22% of the total primary teacher population (408 out of 1851 teachers). In Bakool, there are only 44 female teachers out of the 169 teachers.
- ✓ Though SNE is reflected in the action plan, there is no indication that the sub sector had received any attention.
- ✓ Insecurity/inaccessibility of certain areas masks equity in education service provision. Most programming areas remain the regional centres
- ✓ Socio economic conditions of families and choices they make. With most families in Somalia poor, families prefer to educate the boy child than the girl child.
- ✓ Enrolment in schools is biased towards the male child

4. EDUCATION SECTOR COORDINATION

The last JRES in 2014, recommended that the ministry establishes the requisite linkages and coordination with regional authorities, partners and private (umbrella) education networks. It is observed that the MOECHE has an active Education Sector Committee (ESC) that meets on monthly basis in Mogadishu that acts as avenue for sharing information and networking

between MOECHE, and implementing partners/agencies. However it is noted that different partners pay different amount of incentives to teachers. Interviews with partners also revealed that partners hardly shared information amongst themselves and also with the Ministry. For instance, partners in far flung areas of the country interacted with regional authorities but not with Federal Ministry.

On linkages between Federal ministry and regional state ministries it is observed that there is no framework for relationship between the two entities and thus many education partners were not sure on whom to engage on educational matters. Positively, however, it is observed that the Federal Ministry was constantly engaging the regional ministries of education on a number of important national issues such as the preparation and trainings on the centralised Education Management Information System, participation in the national conference on the development of Somalia wide national curriculum framework and the national secondary level examinations. Stakeholders from the regions present in the workshop lauded the federal government in its new efforts to share scholarship opportunities equitably and on merit basis.

The private umbrellas resisted the administration of the national secondary schools examination to their school and there is no regulatory framework for private schools provision in Somalia such that the ministry cannot access the quality of the education provided in the private schools. This implies that though the private sector provides access to education in Somalia, the relationship between the Ministry and the umbrellas is not cosy.

KEY MESSAGES– JRES WORKSHOP DISCUSSIONS

These recommendations were derived from group discussion sessions, and JRES consultations with stakeholders.

ACCESS	Recommendation
ISSUE: 1.8 Million Children in South Central Somalia are out of School, Previously, most interventions have been in urban centres	<ol style="list-style-type: none"> 1. Revival of public education system and effective dialogue with private providers. 2. Focus on hard to reach populations: Nomadic, rural, IDPs and newly liberated areas 3. Holistic approach to school development: Teacher development/incentives, Infrastructure development and CEC capacity building/grants

QUALITY EDUCATION	Recommendation
ISSUE: 80% of teachers are not	❖ Development of Teacher management and service policy

trained, incentives are not paid on time, previous teacher trainings are short and capacity of ministry to supervise schools limited	<ul style="list-style-type: none"> ❖ Include teacher salaries in World Bank's RCRF project, Harmonized incentives ❖ Long term training for teachers ❖ Quality and content based in-service trainings ❖ Focus on female teacher development ❖ Capacity development of Quality assurance department/REOs/DEOs
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TVET	Recommendation
<p>ISSUE:</p> <p>Youth make about 40% of Somalia's population and require requisite skills developed</p>	<ul style="list-style-type: none"> ● Develop TVET policies and framework ● Need for well-structured Skills development program ● Revival of technical centres ● Inter-ministerial co-ordinations

Equity and Inclusiveness	Recommendation
<p>ISSUE:</p> <ol style="list-style-type: none"> 1. Enrolment is biased towards the boy child 2. Most teachers are male 3. Special Needs children are excluded 4. Previous focus of education was on accessible urban areas 	<ul style="list-style-type: none"> ❖ Reaching the marginalized groups: Nomadic populations, fishing communities, IDPs, Newly liberated areas, Special Needs groups ❖ More focus on girls education ❖ Focus on female teacher development

HIGHER EDUCATION	Recommendation
<p>ISSUES:</p> <ol style="list-style-type: none"> 1. There is one public university, under resourced. 2. Proliferation of private universities 3. There is no accreditation framework 	<ul style="list-style-type: none"> ✓ Develop regulatory framework for Universities ✓ Establish Commission for Higher Education ✓ Strengthen Education Faculty in SNU ✓ Equip and furnish University faculties ✓ Enhance professional development for faculty staff

GOVERNANCE	Recommendation
<p>ISSUES:</p> <ol style="list-style-type: none"> 1. There is lack of verifiable education data 2. Critical legislation not in place 3. Sub sector analysis missing 4. Lack defined framework for linkages with regions 	<ul style="list-style-type: none"> ✓ Policy Framework: Enact Education Act and review existing policies/development of new ones ✓ Undertake education sector analysis and develop Education Sector Strategic Plan (Post 2016) ✓ Strengthen EMIS (Federal and Regional ones) ✓ Develop framework of relationship between Federal Ministry and Regional Ministries ✓ Roll-out of the newly developed curriculum framework ✓ Unified examinations covering primary & secondary education.

DONORS COMMUNIQUÉ

At the end of the JRES workshop, the EU Head of Delegation gave the closing remarks on behalf of all the donors present at the workshop. He thanked all those present and applauded all contributors to JRES meeting preparation, with the Ministry of Education in the lead. He noted that this model of cooperation involving all sector stakeholders serve as an example for other service delivery sectors to emulate.

He appreciated that JRES has served a mechanism to reflect on the progress and challenges of the sector as well as agreeing on the milestones for 2017. He noted that JRES is positively contributing to the dialogue between the federal government and constituent states. A strong call was made for teacher salaries payment to be included

Strong calls were made for the inclusion of teacher salaries in the World Bank's RCRF project, mutual accountability and better coordination of sector investments with focus on newly accessible areas.

APPENDICES

Appendix 2: List of JRES Workshop Participants

No.	Participant's name	Institution
1.	Mohamed Abdikadir Nur	MoECHE
2.	Arabow Ibrahim Nur	MoECHE
3.	Mr. Abdulkadir Mohamed Osman	MoECHE
4.	Mr. Ali Abdulle Hassan	MoECHE
5.	Dr. Abdishakur Sh.Hassan	MoECHE
6.	Mrs. Sharazad Hassan Dalel	MoECHE
7.	Abdirahman Said Mohamed	MoECHE
8.	Muse Ahmed Hayd	MoECHE
9.	Mohamed Elmi Tohow	MoECHE
10.	Ismail A Abdi	MoECHE
11.	Muse Mohamed Araale	MoECHE
12.	Said Yusuf Mohamed	MoECHE
13.	Ahmed Said Yusuf	MoECHE
14.	Hibo Abdi Kamil	MoECHE
15.	Muqtar Abdullahi Ali	MoECHE
16.	Ismail Mohamed Ali	MoECHE
17.	Abdullahi Salad	MoECHE
18.	Abdi Aziz Nur Mohamed	MoECHE
19.	Ahmed Aalim	MoECHE
20.	Mohamoud Ahmed Rage	MoECHE
21.	Aziza Mohamed Nur	South West
22.	Abdullahi Ibrahim Hussein	South West
23.	Ahmed Mohamoud Warsame	Puntland
24.	Abdinur Ahmed Mahamed	Puntland
25.	Abdinasir Hersi Jama	Puntland
26.	Ahmed Abdukadir Ali	Jubbaland
27.	Rujal Sh. Abdukadir	Jubbaland
28.	Ilyas Mohamoud Hussein	G/Mudug
29.	Ahmed Mohamed Mo'allin	G/Mudug
30.	Fadumo Abdi Warsame	Youth Organization
31.	Abdinasir Moham oud Makaran	Youth Organization
32.	Anab Hssan Elmi	Women Organization
33.	Jawahir Baarqab	Women Organization
34.	Abdiqani Ali Dhux	Khatumo state
35.	Mohamed Sabul	EU
36.	Ms Elisabeth Loacker	EU
37.	Michele Cervone d'Uso	EU
38.	Koricha Mengistu	Save the children
39.	Ali Wehelie	Save the children
40.	Sven Baeten.	GPE
41.	Olad Farah	Mercy Corps
42.	Ahmed Madey	Mercy Corps
43.	Mohamed Adan Hassan.	SFS
44.	Dahir Shire	ADRA
45.	Mohamed Ahmed Nur Mo'allin	CISP
46.	Minyu Mugambi	ADRA

47.	Lukas Driedger	ADRA
48.	Samuel Muthamia	ADRA
49.	Ibrahim Ali Anbar	Concern World-Wide
50.	Ahmed Ali Dirshe	Concern World-Wide
51.	Hawa Nur Sabrie	CARE
52.	Abdirizak Ahmed Sheikh	OIC
53.	Mohamed Idle Mohamoud	AET
54.	Aburas Ali Farah	UNESCO
55.	Shu'ayb Abdullahi Salad	NRC
56.	Nalin Jena	W-BANK
57.	Osman Abdullahi Ali	W-BANK
58.	Mohamed Abdi Hussein	ARC
59.	HUSsein Turki	NILE ORG.
60.	Faduma Adan	USAID
61.	Eric Wakoli	CFBT
62.	Abdiaziz Mohamed Dirie	RI
63.	Sarthak Pal	RI
64.	Velare Sara Price	UNICEF
65.	Bashir Mahamud Abdi	IR
66.	Abdullahi Gok	Nile Org.
67.	Mohamud Ahmed Rage	CFBT
68.	Fauzia Amir Tarmum	CFBT
69.	Mahdi Isak Mohamed	CFBT
70.	Sh. Hussien Osman Ali	Hiran Region
71.	Hassan Mahamud Hilowle	Middle Shabelle Region
72.	Abdullahi Osman Hussein	Gedo Region
73.	Mohamed Hassan Dirie	SOPPEN
74.	Sh. Abdishakur Ibrahim Ahmed	SONI
75.	Mohamed Abdullahi Yusuf	SEDA
76.	Abdikadir Isse Farah	FENPS
77.	Mukhtar Ali Aden	FPENS
78.	Dr. Abdifitah Ibrahim Omar	Jamhuriya University
79.	Dr. Samawade Mohamed Ali	Indian Ocean University
80.	Dr.Salad Ibrahim Fiidow	Jazira University
81.	Dr.Ibrahim Sh. Abdiwahaid	Al-Hilal University
82.	Dr. Yusuf Hiraabe	Darul-Hikma University
83.	Abdinasir Mohamoud Mohamed	MoECHE
84.	Daud Mohamed Makran	MoECHE
85.	Abdirahman Sh. Bashir	BRA
86.	Maryan Mohamed Ali	BRA
87.	Abdullahi Sh. Rashid Ibrahim (Dr. Maki)	JUS
88.	Mohmed Ali Wehelie	Universal TV
89.	Khalid Maki Haji Banadir	Universal TV
90.	Ahmed Ali Kahiye	SNTV
91.	Sadam Adan Mohamed	SNTV
92.	Abdifitah Khalif Bashir	MoCHE
93.	Mohamed Nastaro	MoCHE
94.	Khadr Yasin Nageye	Head of Gender Unit
95.	Abdi Farah Saeed	Education Consultant
96.	Ahmed Adan Hassan	JRES Consultant
97.	Sugow Bishar Ahmed	Trocare
98.	Abdi Hassan TJ	Trocare
99.	Ali Mohamed	ADRA
100.	Abdulkadir Adan Jama	DAN

