



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

**Synthesis Report
Joint Review of the Education Sector (JRES), 2016**

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List of Abbreviations

ABE	Alternative Basic Education
ADRA	Adventist Development Relief Agency
AET	Africa Educational Trust
CEC	Community Education Committee
ECD	Early Childhood Development
EMIS	Education Management Information Systems
ELENA	<i>Elmidoon</i> (Somali word for <i>Seeking Knowledge</i>) Enhanced Action
ESC	Education Sector Coordination
ESSP	Education Sector Strategic Plan
EU	European Union
DOE	Directorate of Education
FGS	Federal Government of Somalia
GEC	Girls Education Challenge
GDP	Gross Domestic Product
GPE	Global Partnership for Education
HE	Higher Education
JRES	Joint Review of the Education Sector
M & E	Monitoring and Evaluation
MOECHE	Ministry of Education, Culture and Higher Education
NFE	Non Formal Education
OIC	Organization of Islamic Countries
SWAP	Sector Wide Approach
SCZ	South Central Zone
TA	Technical Advisor
TVET	Technical, Vocational Education and Training
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Executive Summary

The Education Sector Strategic Plans (ESSPs) are now in place in Somaliland, Puntland and South-Central Somalia. The ESSPs express a call for expanded education opportunities for the hard to reach, particularly girls and women, greater ownership, and better coordination across donor-funded investments. The plans have formed the basis for alignment and coordination of partner support to the education sector. Management systems are being established in the three regions, just as efforts to gather data and move towards data driven decision-making are being attempted.

Key result indicators for the sector are set out in the ESSP documents. Sector progress is set to be assessed and reported upon through separate Annual Joint Reviews of the Education Sector (JRES) involving the respective MOE, development partners, civil society and the private sector in the regions. JRES, as part of the sector-wide monitoring mechanism in the regions, addresses the fragmented and uncoordinated monitoring efforts. JRES supports the review of the performance of the education sector, and is conducted within the context of the Interim ESSP. JRES 2016 was the third in a row and was conducted with the support of the EU Delegation in partnership with the MOE, Culture and Higher Education (MOECHE) and other Development Partners. It took place from mid-November to early December 2016

JRES seeks to contribute to the enhancement of the education sector performance. Specifically, the JRES 2016 aimed to review the achievements and challenges of the education sector for the year 2015/2016 using the Interim ESSP 2013-2016 as the frame of analysis, besides Education Action Plan 2016 and Aide Memoire 2015. The Federal MOECHE Somalia in collaboration with EU Delegation to Somalia developed the Terms of Reference for the JRES and hired a consultant to lead the JRES process. In preparation, the consultant reviewed necessary background documentation, interviewed donors and implementing agencies both at Nairobi and Mogadishu levels. Other JRES activities included field visits, consultative meetings with actors, which culminated into a two-day workshop to collate the information.

Key Findings on the Status of Education Sector

Primary Education

- Enrolments: there were 914 schools with an enrolment of 212,737 pupils (44% girls)
- EMIS data: EMIS Data for 67% of the 10 Districts; Detailed Access and Quality Indicators
- Infrastructure: School and Classroom Constructions continued
- Teacher training: Pre-service and In-service training of a significant number of teachers
- GER was 20.1% (17.9% girls and 22.2% boys) while NER was 14.1% (12.6% girls and 15.7% boys)

Secondary Education

- Enrolments: there were 372 schools with an enrolment of 62,796 pupils (41% girls)
- EMIS data: EMIS Data for 70% of the 10 Districts; Detailed Access and Quality Indicators
- Infrastructure: School and Classroom Constructions continued
- Teacher training: Pre-service and In-service training of a significant number of teachers
- GER was 13.3% (10.9% girls and 15.5% boys) while NER was 7.2% (6.0% girls and 8.3% boys)

Teacher Education

- 6,085 teachers (8% female) were in primary school teachers, with 476 teachers (15% female) in government owned schools and 5,609 teachers (6% female) in non-government schools.
- 2,845 teachers (2% female) were in secondary schools, with 102 (5% female) in government schools, 2,845 (2% female) in non-government schools
- 59 teachers (12% female) were in ABE schools.
- 191 teachers (90% female) were recruited in 2015/16. Of these, 29 (31% female) were primary school teachers and 162 (all female) were for secondary school teachers.
- 799 teachers, head teachers and deputy head teachers (66% female) were trained

Quality Indicators

- Qualified teachers: 20.1% in primary and 21.1% in secondary schools
- Pupil-Textbook Ratio (Mathematics): 18.1% in primary and 24.1 in secondary schools
- Pupil-Teacher Ratio: 35.0% in primary, 22.1% in secondary and 23.1% in ABE schools

Higher Education

There has also been a marked improvement in enrolment at higher education institutions. In 2010/11 academic year, the enrolment was 12,617 students. The current enrolment is 21,952 students¹. These enrolments are however significantly skewed in favor of private universities. Out of the 21,952 students, only 375 students are enrolled in a public university. As a key input in ensuring access to higher education, a query was made as to the number of students who were benefitting from government bursaries and scholarships.

Key challenges to effective education provision

- Security still a major impediment to education provision
- Infrastructure targets, were not fully met in light of 2016 expectations
- Data quantity and quality remained a challenge with mention at the workshop on EMIS data was missing some key statistics. Hence, the MOECHE was advised to refer to the Puntland EMIS and derive additional indicators that can enrich the EMIS
- Minimal resources at primary schools for capital and operational costs
- Low capitation from Federal Government, considering the target of 10% was unmet
- Provision of education skewed to private actors has significant implications on access by the low income households
- Transition from primary to secondary is very low

¹ It is instructive to note that MOECHE has yet undertaken a substantive mapping of all the universities in SCZ. As such these statistics are provisional.

Recommendations from Joint Review of the Education Sector

- a. MOECHE and its development partners to synergize their efforts to address gender parity in schools, both for learners and teachers. This considering that both GER and NER for girls is lagging behind that of boys in primary and secondary education, while there are significantly more male than female teachers.
- b. There is need to identify and mitigate the limitations to adequate access to education by children living in rural areas based on the finding that there is high enrolment in Banadir and Gedo regions as compared to Bakool and Middle Shabelle regions. One of the limitations could be unaffordability of education in view of the fact that most schools are run by non-state agencies.
- c. FGS should revive public education system and effectively dialogue with private providers of education so as to enhance access to education for all. More focus should be placed on increasing access to education for nomadic, rural, IDPs and other communities in newly liberated areas
- d. To enhance the learning environment and improve the quality of teaching and learning, teaching and learning materials need to be developed and distributed to schools since the pupil-textbook ratios in both primary and secondary schools are extremely low.
- e. In view of less than half of the teachers in both primary and secondary schools were certified, there is need to continue and expand teacher training programs so as to increase their qualification levels and as a result improve the quality of education.
- f. Teacher trained, recruitment, remuneration, retention and management issues to be reviewed considering turnover issues and competition between public schools, private schools and non-governmental organizations for qualified teachers. The MOECHE should followed through the prospect for providing teacher incentives through the World Bank Multi-Donor Trust Fund.
- g. MOECHE to lobby its development partners for unachieved targets in the Interim ESSP including infrastructural support and institutional strengthening of the MOE at the District and Regions, including finalization, enacting and implementation of relevant Policies and Acts and undertaking education sector analysis and developing of ESSP for 2017-2022 for aligning donor commitments.
- h. There is need to improve the coordination between State Ministries and Federal Government through establishment of a framework of their relationship. This will ensure there is effective collaboration and communication is ensuring the aspirations of the Somali children are protected.
- i. The newly developed curriculum framework needs to be rolled out into the schools, with relevant staff/teacher training, production and distribution of learning materials undertaken. This will ensure the quality of education is improved and sustained.
- j. MOECHE continues to need support to strengthen its systems of data collection, management (finances and human resources), quality assurance and coordination to enhance effective delivery of education
- k. Unrealized targets in the TVET sector should be addressed, including developing regulatory policies and framework, in addition to reviving and constructing additional TVET centers

- I. Higher education to be strengthened by establishing Commission for Higher Education, better equipping and furnishing university faculties and setting professional development program for faculty staff.

1 Introduction and Background Information

Somalia's Gross Domestic Product (GDP) and living standards are among the lowest in the world. According to the World Bank, Somalia ranks amongst the poorest countries in the world, with a per Capita GDP estimated at USD 288. 43.2% of the population live on less than USD 1/day (53.4% in rural areas); 73.4% live on less than USD 2/ day. Somalia's economy traditionally depends on the exploitation of natural resources, mainly livestock and agriculture. Recurrent droughts, often followed by floods, severely affect people's livelihoods. Economic growth is slowly expanding beyond Mogadishu, which has been recovering since al-Shabaab retreated to rural areas in 2011. Approximately 75% of Somalis are below 30 years, 46% are below age 15 and 31% are below age 9².

Levels of development vary widely between urban, rural and nomadic areas, between males and females, and between different regions of Somalia. In North-West and North-East Somalia (Somaliland and Puntland States of Somalia) local authorities have been able to establish a system of acceptable governance and security allowing more medium to long-term rehabilitation and development interventions over the last decade. In South Central Zone (SCZ) of Somalia, security and access related constraints have led to emergency oriented interventions over the last two decades.

1.1 Overview of the Education Sector in South Central Somalia

The Education Sector Strategic Plans (ESSPs) are now in place in Somaliland, Puntland and South-Central Somalia. The ESSPs express a call for expanded education opportunities for the hard to reach, particularly girls and women, greater ownership, and better coordination across donor-funded investments. The plans have formed the basis for alignment and coordination of partner support to the education sector. Management systems are being established in the three regions, just as efforts to gather data and move towards data driven decision-making are being attempted. A strong focus on institutional capacity development of the Ministries of Education (MOE) provided by the European Union (EU) through past and ongoing programmes has contributed to an eventual evolution of Sector Wide Approaches (SWAs), which are led by MOES, and are necessary for the long-term financial resources the sector requires.

Despite the progress articulated above, challenges such as low capacity of staff at the MOEs, low and inconsistent salary payments, lack of minimal standards of service and extremely low educational budgets continue to impede the effective delivery of education services in all the regions. A large part of schooling is offered by private providers, which is a considerable financial burden for families, and many can therefore not afford to send their children to school. Decentralization to regional, district and school

² UNFPA Population Estimation Survey, 2013-14

levels is a key challenge and requires careful articulation of the functions and responsibilities at each level.

Key result indicators for the sector are set out in the ESSP documents. Sector progress is set to be assessed and reported upon through separate Annual Joint Reviews of the Education Sector (JRES) involving the respective MOE, development partners, civil society and the private sector in the regions. JRES, as part of the sector-wide monitoring mechanism in the regions, addresses the fragmented and uncoordinated monitoring efforts. The first ever JRES for regions in South and Central Somalia was carried out in December 2014 leading to the development of an Aide Memoire and an Annual Education Action Plan 2015. The latter articulates the following 12 point considerations which alongside the Interim ESSP 2013-2016 were touched upon during the JRES 2015 and were the subject of the JRES 2016:

- Increase the share of the federal government's budget allocated to education from the current 4.2 percent to 10 percent.
- Include payment of teacher salaries in the evolving World Bank Multi-donor Trust Fund. This support should be in alignment with the civil servants employment scheme. Ensure that the teachers included in the MOE/Donor incentive scheme are paid on time.
- Commit the umbrella education groups, especially those using public facilities for private gains, to a clear set of activities aimed at providing access to non-fee paying students.
- Develop a long term perspective to teacher training which includes partnering with the existing Faculties of Education in teacher training, and commit umbrellas to support teacher training through their existing resources.
- Develop and invest in Education Management Information Systems (EMIS) beyond Banadir region and link the data generated from the system to sector planning and decision making. Conduct a Rapid Assessment of all education institutions in SCZ.
- Expansion of Non-Formal Education (NFE) programs i.e. basic literacy and numeracy as well as accelerated learning programs targeting marginalized groups and young people who are not in any form of education or training.
- Map all the higher education institutions and develop a University Accreditation Framework to evaluate existing program offerings.
- Develop a sustainable framework for decentralization of education provision and a working arrangement between the Federal MOE and the Regional Administrations.
- Expand education services to hard to reach and newly liberated areas.
- Commit to implementing a common examination and certification system for both public and private primary and secondary institutions.
- Develop a long term perspective for Technical, Vocational Education and Training (TVET), which includes adequate funding, training of instructors and coordination of fragmented partner efforts; and develop a Vocational Qualifications Framework and Authority
- Develop a Monitoring and Evaluation (M&E) strategy that uses outcome based indicators – children at the centre of measuring education progress.

In implementing the ESSPs, evidence is needed to ensure that the regions' education policies are inclusive, relevant, learner friendly and target vulnerable and disadvantaged groups. Development, implementation and monitoring of evidence-based policies and programmes for improved quality of teaching and learning for all are the responsibility of education institutions and managers, who require continued capacity enhancement. It is in this context that the Federal Ministry of Education, Ministries of Education in the interim regional administrations and education partners would like to assess the education sector and the implementation of relevant strategic documents and, subsequently, develop an annual Action Plan 2016 that is relevant, addresses critical educational issues, and works towards the realization of global education objectives.

The three-year Interim ESSP for SCZ of Somalia terminates in 2016. From the outset, it formed the basis for alignment and coordination of partner support to the education sector. Consequently, there has been overwhelming donor support to the education sector, with donors funding various projects through capacity building, teacher training, infrastructure development etc. The traditional donors in SCZ have included the EU, USAID, DFID, GPE, UNICEF, DANIDA, UKAID and bilateral donors such as the Qatar Foundation, Turkish government, Arab States, the Organization of Islamic Countries (OIC) and the World Bank.

JRES supports the review of the performance of the education sector, and is conducted within the context of the Interim ESSP. JRES 2016 was the third in a row and was conducted with the support of the EU Delegation in partnership with the MOE, Culture and Higher Education (MOECHE) and other Development Partners. It took place from mid-November to early December 2016. The review entailed key informant interviews with various education stakeholders engaged in the Education sector support. These included donors as well as implementing agencies. Additionally, 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 JRES exercise culminated in a two-day workshop held at AMISOM Conference Hall in Mogadishu on 4th – 5th December 2016. The workshop was officially opened by the Federal Minister for Education. In attendance was the EU Delegation to Somalia, represented by Mohamed Sabul.

1.2 Role of Main Actors and their focus in the Education Sector

The EU is the largest donor to the education sector in Somalia. € 61M have been committed for education development throughout the whole of Somalia for the period 2014- 2020. In the preceding period of 2008-2013, the EU invested 85 million Euros in the education sector in Somalia. Recently another contract for education worth € 6M was signed with SCZ of Somalia. A programme of similar orientation worth € 9.7M is scheduled for the latter part of year 2016. From 2012 to end of 2015, in regions of SCZ, a project with EU funding valued at € 2.4M was implemented.

- EU support to the education sector in Somalia has seen a shift from a classical project approach which is seen to be fragmented by the beneficiaries to more integrated sector-wide programmes

addressing all the key sub-sectors of education. The shift reinforces coherence between the various funding streams, coordination, donor harmonization, better ownership and non-duplication. Further, it translates to some core elements of the sector-wide approach (SWAP) making them applicable to the fragile and very unique Somali context. There is a clear link between the proposed contract and the following education programmes carried out by other sources of external assistance in the education sector:

- The Global Partnership for Education (GPE) which the EU and US Government contribute to is funding education in the whole of Somalia to the tune of USD 14.5M, with USD 8.2M for SCZ. A new funding envelope for Somalia worth USD 33.1M is scheduled for 2017.
- USAID funds the Somali Youth Learner Initiative (SYLI) worth USD 19M focusing on improving secondary education opportunities and TVET for the youth.
- DfID through its Girls Education Challenge (GEC) Initiative funds two large education projects in Somalia totaling GBP 21M creating opportunities for the marginalized Somali girls.
- Qatar Foundation through the "Educate a Child Initiative" funds two large grants totalling USD 28M in support of the MOE's Go-to-school initiative.
- There is a prospect of the World Bank supporting recurrent costs in the education sector such as the payment of teacher incentives.
- There may also be interventions funded by donors operating outside the standard coordination framework such as Turkey, Arab States and the OIC, particularly in Mogadishu.

JRES Synthesis report provides an overview of the current state of the education sector in South and Central Somalia in relation to the Annual Education Action Plan 2015 and related Aide Memoire, based on data and statistics, documents, field visits and meetings. The synthesis report will include data analysis, graphs and charts, as well as a narrative portion. The synthesis report will be circulated a few days prior to the JRES and provide the basis for discussions during the JRES workshop. A Power Point of the synthesis report with photographs of the field visits will be presented during the JRES itself.

1.3 Objectives of the Joint Review of the Education Sector

JRES seeks to contribute to the enhancement of the education sector performance.

Specifically, the JRES 2016 aimed to:

- i. Review the achievements of the education sector for the year 2015/2016 using the Interim ESSP 2013-2016 as the frame of analysis, besides Education Action Plan 2016 and Aide Memoire 2015;
- ii. Analyse the challenges of the education sector for the year 2015/2016
- iii. Provide a set of recommendations for achieving the education goals prescribed in the Interim ESSP 2013-2016 as well as other key documents, including Annual School Census Report, UNFPA PESS and ESC meeting minutes, among others.

1.4 Approach to the Joint Review of the Education Sector

The Federal MOECHE Somalia in collaboration with EU Delegation to Somalia developed the Terms of Reference for the JRES and hired a consultant to lead the JRES process. In preparation, the consultant

reviewed necessary background documentation, interviewed donors and implementing agencies both at Nairobi and Mogadishu levels. He interviewed Education directors, the Director General, and Federal Minister for Education in Mogadishu. Field visits to education institutions in Banadir region of Somalia were conducted for interaction with pupils, teachers, head teachers and center managers. ADRA Somalia, the lead implementing partner for the EU-funded 'ELENA' programme provided the logistics for the field mission, including security, travel, scheduling and hosting meetings in collaboration with the MOECHE.

The JRES workshop was attended by 100 participants from all the regions of SCZ Somalia including representatives from the Federal States, 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.

Field Visits

As part of the JRES process, the consultant and the JRES team undertook, field visits to various schools. The aim of the field visit was to assess the actual situation on the ground vis-à-vis progress in implementation of SCZ Interim ESSP 2013-16 through visiting a cross section of educational institutions in Banadir region. The focus of the JRES process was on access to, quality and governance of education.

To complement the field visits, the JRES team also reviewed various agency reports on activities implemented in the regions that were not visited.

Consultative Meetings

The JRES consultant conducted a series of sub-sector wide consultative meetings. Among the officials consulted and who provided insight into the ongoing activities of the education sector were: the Minister, MOECHE; Director General MOE; Director General Higher Education; Head of Public Schools; Director Private Schools; Director Quality Assurance; Technical Advisors, Technical Officers and Education Officers; Regional Education Officers; Head Teachers and Teachers.

The JRES consultant also received information from partners and donors in the education sector in SCZ.

2 Interim Education Sector Strategic Plan

The Interim ESSP is a roadmap for achieving the Education aspirations of Somalia citizens. It spells out its intention to lay a basic foundation upon which the education subsectors was to develop in its three years (2013-2016) of implementation. The overarching theme in the Interim ESSP is to provide **equal** opportunities and **access to quality** education for all. As such, it contains policy objectives, priorities, strategies and targets that will ensure and measure the achievement of its aspirations. In terms of sectoral coverage, the Interim ESSP includes (i) Basic Education (i.e. Formal and Non-Formal Education), (ii) Technical, Vocational Education and Training (TVET), (iii) Teacher Education and (iv) Higher Education. It focusses on enhancing access to education, improve equity and quality of education to the Somali population. Full implementation of the Interim ESSP was estimated to cost of USD 71M.

A highlight of the targets as stipulated in the plan placed its priority actions as;

- a) Establish an **Education Sector Development basket/pooled** fund initially co-managed by a managing entity to resource the establishment and development of an education sector;
- b) **Mobilize funding** from government, the donor partner community and other sources, including the Diaspora;
- c) Undertake a series of **sector level institutional development interventions** aimed at the creation of institutions and systems necessary to developing, managing and providing effective education sector service delivery;
- d) **Restore Basic Education** (early childhood education, primary and secondary levels) by adopting measures to provide school accommodation, teachers and relevant teaching and learning materials so as to draw as many children as possible into formal schooling;
- e) **Address needs of marginalized children** through innovative and diverse approaches to delivery of education;
- f) **Develop a livelihoods-orientated curriculum** by ensuring that schooling is linked to the creation of economic development activities and earning a living;
- g) **Develop youth empowerment programmes** leading to gainful employment. This will involve the provision of basic but relevant technical and vocational training and ensure that expansion of quality, relevant HE is in tandem with grandaunts of secondary schools.

In JRES 2016, two broad areas were reviewed, i.e. Institutional Development and Service Delivery, each having subsectors:

Table 1: JRES Subsectors and Key Result Indicators

a) Institutional Development	Key Result Indicators
<ul style="list-style-type: none"> i. National Education Policy ii. Institutional Management Policy iii. Financial Planning and Management systems iv. Education Management Information System (EMIS) v. National language policy vi. Curriculum Policy and performance framework vii. Teacher Supply and Demand and Teacher Development and Management viii. Policy and Strategic options for Higher Education and Teacher Education ix. Textbook and Teaching and Learning Resources Policy x. Education Sector Institutional Capacity Building policy xi. Gender, Special Needs, peace education, quality assurance and emergency preparedness and response policy xii. Education communications policy 	<ul style="list-style-type: none"> • Medium term configuration of FMIS established • FPM systems developed across the 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
b) Service Delivery	
<ul style="list-style-type: none"> i. Basic Education (ECD, Primary and Secondary) ii. Physical Infrastructure iii. Curriculum iv. Teacher Education v. Teacher Support/Inspectorate vi. TVET vii. Higher Education viii. Emergency Preparedness 	<ul style="list-style-type: none"> • 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 each year • Technical Advisor (TA)s hired • Improving school performance indicators, capacity of officers. And infrastructure to enable this.

	<ul style="list-style-type: none"> • Improving level of compliance to DOE regulatory requirements • 2,250 primary & secondary school teachers trained per year
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2.1 The Education Action Plan 2015/16

Following the second JRES in South Central Somalia in 2015, MOECHE developed an Action Plan for 2015-2016 premised on the attainment of Interim ESSP 2013-2016 targets. The action plan focused Activities

Table 2: Education Action Plan 2015/16 with Indicators and Achievements

Activity	Achievement Indicators	Achievement	Responsible Partner
a. Increase the share of federal government's budget allocated to education from the current 4.2% to 10%.	<ul style="list-style-type: none"> • Education budget increased from 4.2% to 10% 	FGS allocation – 2%	Federal Government
b. Include payment of teacher salaries in the evolving World Bank Multi-donor Trust Fund.	<ul style="list-style-type: none"> • 2,000 Teacher salaries included in the evolving world bank multi-donor Trust Fund; 	In progress	World Bank
c. Commit the umbrella education groups, especially those using public facilities for private gains, to a clear set of activities aimed at providing access to non-fee paying students.	<ul style="list-style-type: none"> • Umbrella education groups using public facilities for private gains identified • 1000 teachers trained by umbrella groups 	In progress	
d. Develop a long term perspective to teacher training	<ul style="list-style-type: none"> • Train 1,000 teachers over a period of 4 years 	In progress	
e. Develop and invest in EMIS beyond Banadir	<ul style="list-style-type: none"> • Collect, collate and analyse data in the 9 regions to populate EMIS 	Year 2015/16 school census included 10 regions	GPE/UNICEF
f. Expansion of NFE programs	<ul style="list-style-type: none"> • Train NFE teachers. • Construct 1 model NFE centre in each of the regions For FY 2015 construct 4 NFE centers 	200 teachers trained in 2016 NFE center not constructed	EU, GPE/UNICEF
g. Map all the higher education institutions and develop a University Accreditation Framework to evaluate	<ul style="list-style-type: none"> • Conduct a mapping exercise of all HE Institutions in SCZ • Draft policy document to develop 	Mapping of HE institutions yet to be conducted	MOECHE

existing program offerings.	Accreditation framework	Higher Education Act finalized, yet to be passed by Parliament	
h. Develop a sustainable framework for decentralization of education provision and a working arrangement between the Federal Ministry of Education and the Regional Administrations.	<ul style="list-style-type: none"> • Framework for decentralization of education reviewed • Taskforce to develop framework constituted. • Workshop to create working arrangement between Federal Ministry of Education staff and Regional Administrators. 	<p>Framework yet to be developed and the taskforce constituted</p> <p>Working arrangements yet to be devised</p>	MOECHE
i. Expand education services to far to reach and newly liberated areas	<ul style="list-style-type: none"> • Far to reach and newly liberated areas identified • Taskforce attached to each region (Education services expanded to the identified areas) 	New schools and classrooms constructed in some liberated areas	ADRA
j. Commit to implementing a common examination and certification system for both public and private primary and secondary institutions.	<ul style="list-style-type: none"> • Examination and certification system for public and private institutions (primary and secondary) reviewed • Facilitating a task force that will undertake examination and certification processes • Two workshop sessions 	Unified examinations offered in 2016, for grade 8 pupils and form 4 students.	CONCERN, MERCY CORPS
k. Develop a long term perspective for TVET	<ul style="list-style-type: none"> • Conduct a consultative forum to review and generate long term perspective for TVET • Workshops held with education sector stakeholders; 	Long term TVET strategy yet to be developed	NRC, ARC
l. Develop a Monitoring and evaluation strategy that uses outcome based indicators	<ul style="list-style-type: none"> • Plan for a joint review for 2016 	JRES 2016 conducted	EU/ADRA

The Action Plan was supported by the budget below:

Table 3: Education Financing: Projected Costs (2015/16) – Total USD 41,561,692

No.	Item	Amount (USD)	Percent (%)
1	Restoration of Basic Education	34,090,100	82.02
2	Teachers' salaries	6,608,000	15.90
3	MOECHE staff salaries	539,418	1.30
4	Public utilities	200,238	0.48
5	Institutional Development	60,000	0.14
6	Material supplies	31,680	0.08
7	Travel expenses	17,280	0.04
8	Repairs and maintenance	14,976	0.04
Total		41,561,692	100.00

Data from Table 3 above shows that the highest budgetary allocation was for Restoration of Basic Education followed by teachers' salaries, while the least was for Repairs and Maintenance.

Financial data to determine the actual funds mobilized (domestically, from development partners or privately), spent and the resultant gaps against the projected costs were unavailable at the conclusion of the JRES. However, the Federal Government was noted to have allocated 2% of the Education budget.

3 Key Findings on the Status of Education Sector

Through the concerted efforts of all stakeholders, the education sector achieved the following in 2016

3.1 Primary Education

- Enrolments: Significant Improvements in Enrolment with highest proportion in Class 5-8
- EMIS data: EMIS Data for 67% of the 10 Districts; Detailed Access and Quality Indicators
- Infrastructure: School and Classroom Constructions continued
- Teacher training: Pre-service and In-service training of a significant number of teachers

Gross Enrolment Rate (GER)

Table 4: Gross Enrolment Rate for Primary Education, by Gender in 2015/16

GER	Boys	Girls	Total/Average
Enrolment (Total)	119,536	94,562	214,098
School Going Age (6-13 years)	537,785	527,707	1,065,492
Gross Enrolment Rate (%)	22.2	17.9	20.1

The average GER between boys and girls is 20.1%, which implies that close to 80% of primary school age children are out school. The GER for girls was lower than that of boys by 4.3 points. However, GER is a crude measure of school coverage considering it does not account for the age of children in schools.

Net Enrolment Rate (NER)

Table 5: Net Enrolment Rate for Primary Education, by Gender in 2015/16

NER	Boys	Girls	Total/Average
Enrolment (Total)	84,413	66,354	150,767
School Going Age (6-13 years)	537,785	527,707	1,067,492
Net Enrolment Rate (%)	15.7	12.6	14.1

NER is a better measure of organized on-time school participation. It is a more refined indicator of enrolment coverage and explains the proportion of pupils enrolled in terms of school age group. In this, the average NER of 14.1% indicates that close to 90% of primary school age children are out of school. Similarly, the NER for girls was lower than that of boys by 3.1 points.

Figure 1: Primary School Enrolment, Between 2012 and 2016

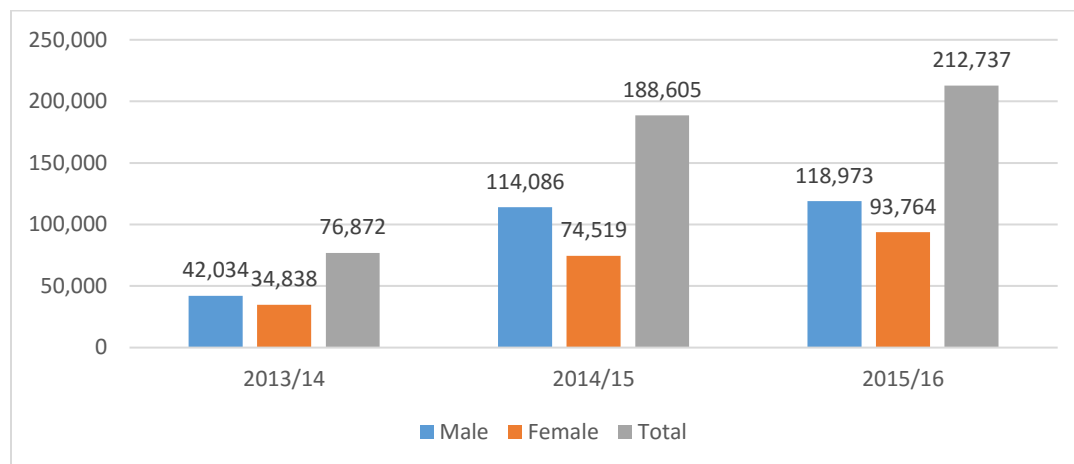


Figure 1 above shows a rapid increase in enrolment by 59% between in 2013/14 and 2014/15, but a steady increase by 11% between 2014/15 and 2015/16. However, the increase in enrolment cannot be taken in absolute, considering the school census conducted in 2013/14 only covered one region (Banadir) while that conducted in 2015/16 covered ten regions, inclusive of Banadir. On the proportion of girls, in 2014/15 there was a decline from 45% to 40%, which increased in 2015/16 to 44%.

Figure 2: Enrolment in Classes 1 - 4 and Classes 5 – 9 (n = 212,737)

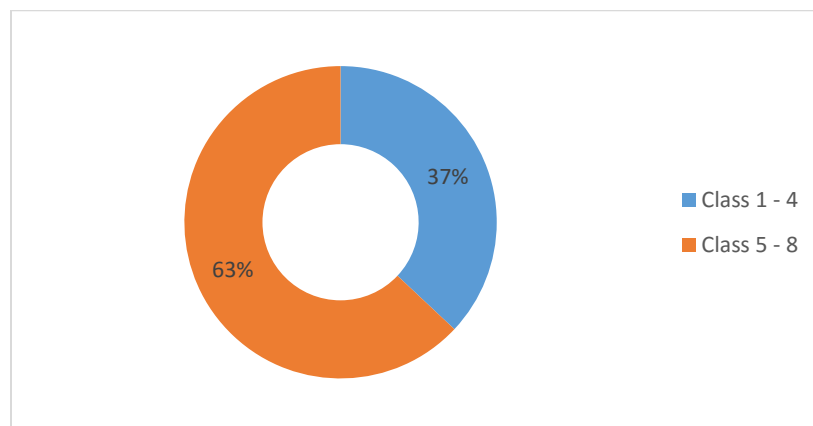
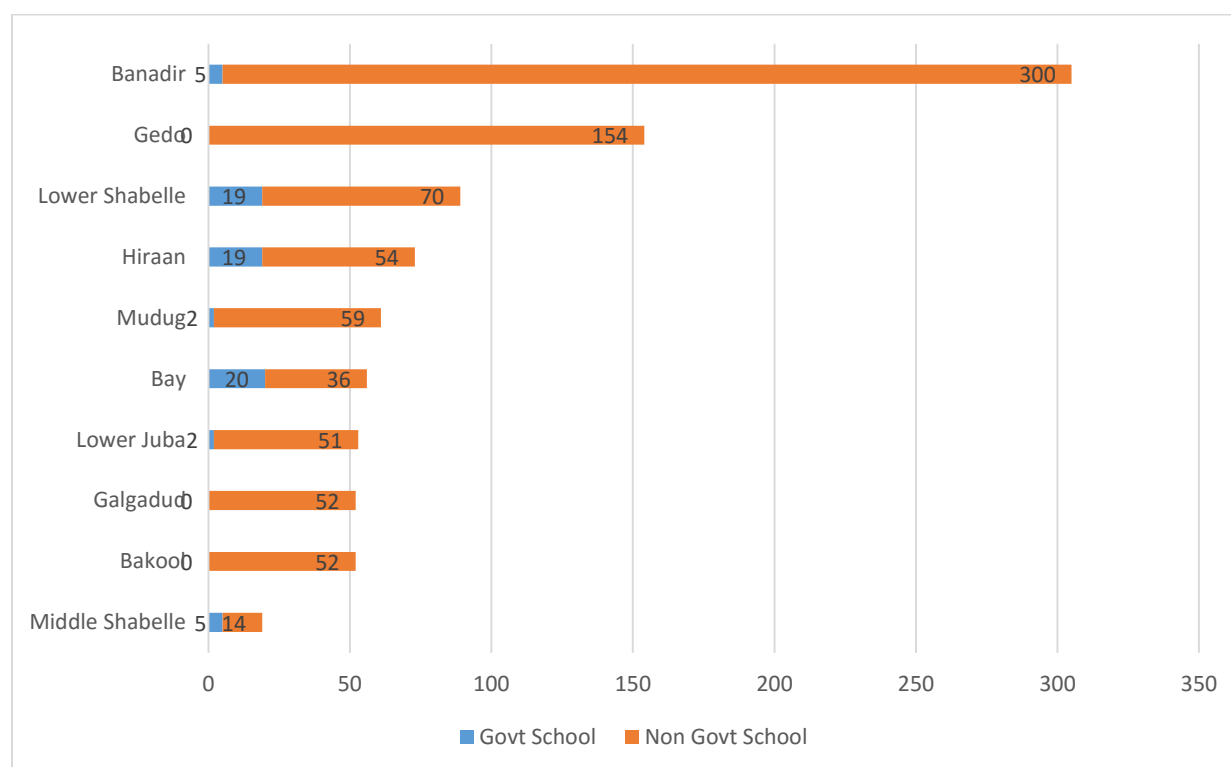


Figure 2 above affirms that upper primary (Classes 5-8) had the higher proportion of pupils as compared to lower primary (Classes 1-4). This may suggest instances of drop-in pupils, who enroll directly in upper primary, either from NFE or ABE classes.

Figure 3: Primary Schools by Region and Ownership - 2015/16 (n = 914)



There are a total of 914 primary schools in the 10 regions surveyed in 2015/16. Banadir region had the highest number of schools (305) followed by Gedo region (154) while Middle Shabelle region had the lowest (19) followed by Bakool region (52). This is assuming that all the primary schools in each region were tallied, but this may be untrue considering the school census was conducted in regions where security was permissive. Government owned schools constituted 8% of the primary schools in the ten regions surveyed, with the rest being owned/managed by non-state agencies. Apparently, enrolment is significantly skewed towards the non-government/private sector, which has significant implications on access by the low income households.

3.2 Secondary Education

- Enrolments: Significant Improvements in Enrolment;
- EMIS data: EMIS Data for 70% of the 10 Districts; Detailed Access and Quality Indicators
- Infrastructure: School and Classroom Constructions continued
- Teacher training: Pre-service and In-service training of a significant number of teachers

Gross Enrolment Rate (GER)

In secondary education, the average GER between boys and girls was 13.3%, which implies that more than 85% of secondary school age children are out school. The GER for girls is lower than that of boys by 4.6 points.

Table 6: Gross Enrolment Rate for Secondary Education, by Gender in 2015/16

GER	Boys	Girls	Total/Average
Enrolment (Total)	37,309	25,487	62,796
School Going Age (14-17 years)	240,144	233,287	473,431
Gross Enrolment Rate (%)	15.5	10.9	13.3

Net Enrolment Rate (NER)

On the NER, an average of 7.2% was reported, indicating that more than 90% secondary school age children are out of school. In the same way, the NER for girls was lower than that of boys by 2.3 points.

Table 7: Net Enrolment Rate (NER) for Secondary Education, by Gender in 2015/16

NER	Boys	Girls	Total/Average
Enrolment (Total)	19,895	14,094	33,969
School Going Age (14-17 years)	240,144	233,287	472,431
Net Enrolment Rate (%)	8.3	6.0	7.2

Figure 4: Secondary School Enrolment, Between 2012 and 2016

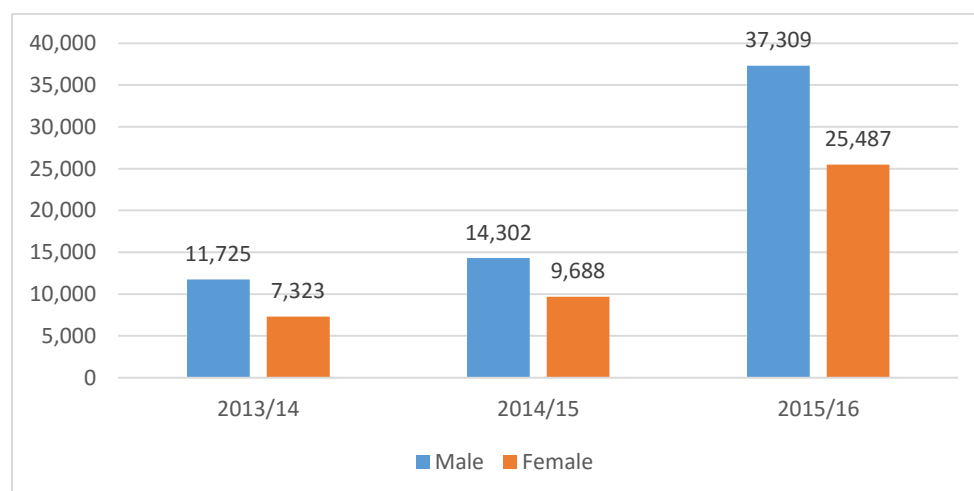
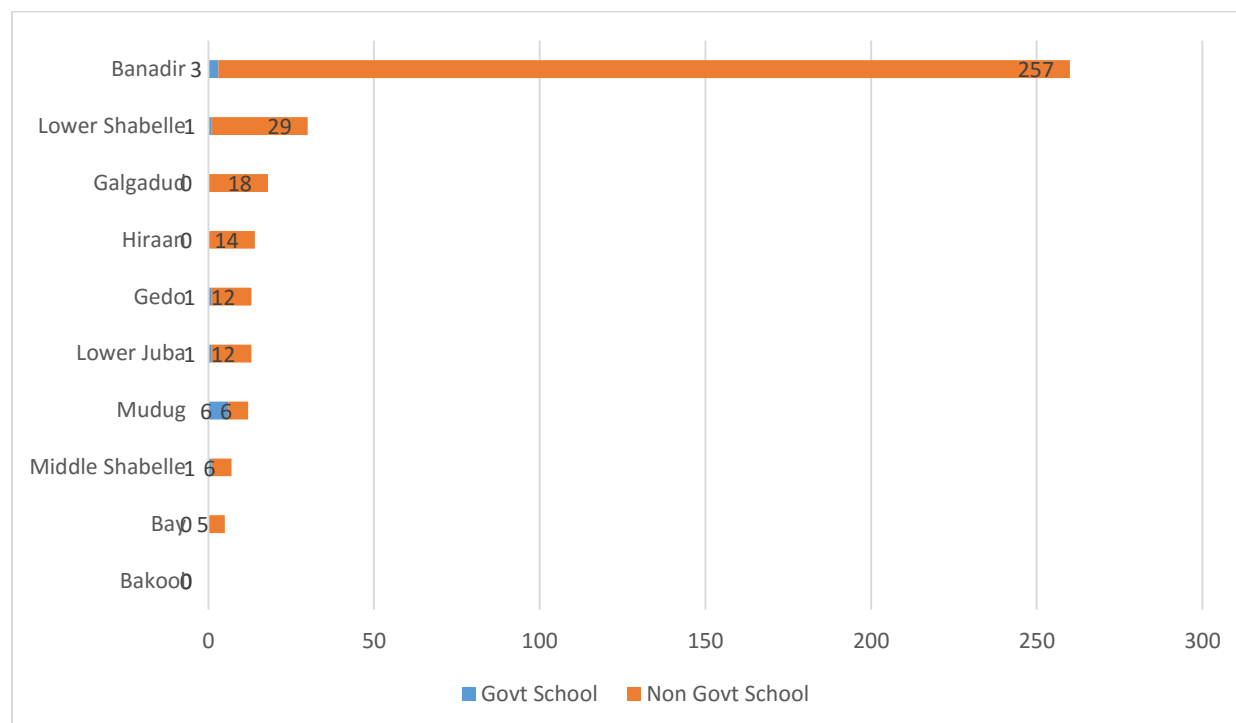


Figure 4 above shows a steady increase of 24% between 2013/14 and 2014/15 but a rapid increase by 62% between 2014/15 and 2015/16. As earlier indicated, the increase in enrolment cannot be taken in absolute terms, considering the expansion of EMIS coverage from Banadir to ten other regions. On the proportion of girls, the data shows a steady rise from 38% to 40% then to 41%, respectively.

Figure 5: Secondary Schools by Region and Ownership - 2015/16 (n = 372)



There are a total of 372 primary schools in the 10 regions surveyed in 2015/16. Banadir region had the highest number of schools (260) followed by Lower Shabelle region (30) while Bakool region had the lowest (0) followed by Bay region (5). This is assuming that all the secondary schools in each region were tallied, but this may be untrue considering the school census was conducted in regions where security was permissive. Government owned schools constituted a meagre 3% of the surveyed primary schools, with the rest being owned/managed by non-state agencies.

3.3 Technical Vocational Education and Training (TVET)

Data was not available for the total number of institutions, total number of learners, total number of trainers (1,075) or the top 5 courses by frequency.

Table 8: TVET: Interim ESSP Targets and Achievements

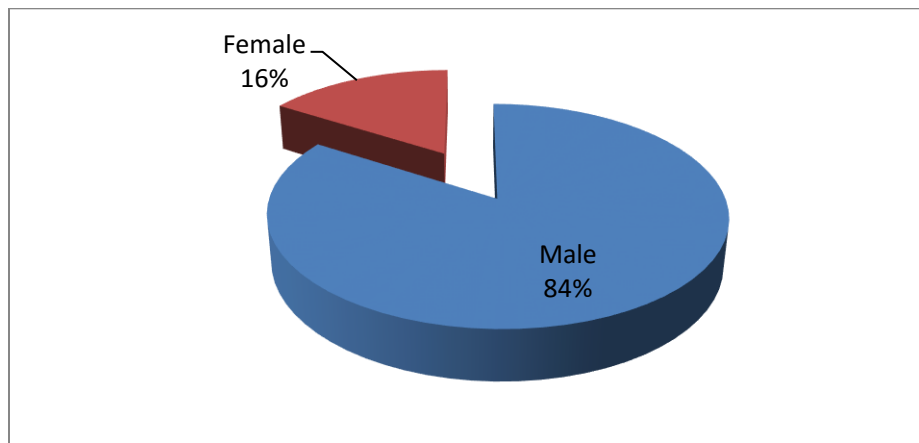
Summary of Targets	Extent of Achievement
<ul style="list-style-type: none"> Construct and equip one TVET centre per region Expansion and equipping of HTI and BTI Pay apprenticing TVET students a stipend Include TVET teachers in govt. payroll Train 150 TVET teachers every year Support a Training agency to undertake LMS (form Industrial Sector Councils) 	<p>The MOECHE to update</p> <p>3 TVET centres were constructed</p>

Challenges of TVET

- There should be a designated TVET Department that is separate from the NFE Department
- An acute shortage of qualified instructors. Most of the current instructors were trained in the old system
- There is a shortage of qualified examiners from the National Examination Board
- TVET programs are project based. When the projects end, the facilities are idle and underutilized'
- Most centres lack the equipment to mount courses... at Level II and III especially
- Students graduating from TVET courses cannot compete in the labour market, especially for jobs like in the telecommunication sector and money transfer, which employ more people

3.4 Teacher Education (Overview)

Figure 6: Primary School Teachers by Gender (n = 6,157)



Based on the chart above, the proportion of male teachers is dominant to that of female teachers. Average Pupil Teacher Ratio for primary education is 31:1

Teaching workforce

A total of 8,989 teachers (6% female) were reported in the ten regions across Primary (68%), Secondary (32%), and ABE (0.7%) schools.

- 6,085 teachers (8% female) were in primary school teachers, with 476 teachers (15% female) in government owned schools and 5,609 teachers (6% female) in non-government schools.
- 2,845 teachers (2% female) were in secondary schools, with 102 (5% female) in government schools, 2,845 (2% female) in non-government schools
- 59 teachers (12% female) were in ABE schools.

Teacher recruitment and training

To increase and strengthen the teaching workforce;

- 191 teachers (90% female) were recruited in 2015/16. Of these, 29 (31% female) were primary school teachers and 162 (all female) were for secondary school teachers.

- 799 teachers, head teachers and deputy head teachers (66% female) were trained
- 303 teachers³ (21% female) were undergoing in-service training primary teachers training (due to complete by August 2017)
- 166 secondary teachers⁴ (all female) were undergoing pre-service training
- 200 ABE and formal teachers⁵ were completed in-service training
- 130 secondary teachers⁶ were trained

It is however instructive to note the following:

- The training opportunities were limited and did not meet the Interim ESSP targets in SCZ
- Most of the training for primary school teachers was short and accelerated
- The training had been targeted towards female teachers

Quality Indicators

- Qualified teachers: 20.1% in primary and 21.1% in secondary schools
- Pupil-Textbook Ratio (Mathematics): 18.1% in primary and 24.1 in secondary schools
- Pupil-Teacher Ratio: 35.0% in primary, 22.1% in secondary and 23.1% in ABE schools

There were marginal differences between government and non-government owned schools

Figure 7: Primary School Teachers by Certification (n = 6,157)

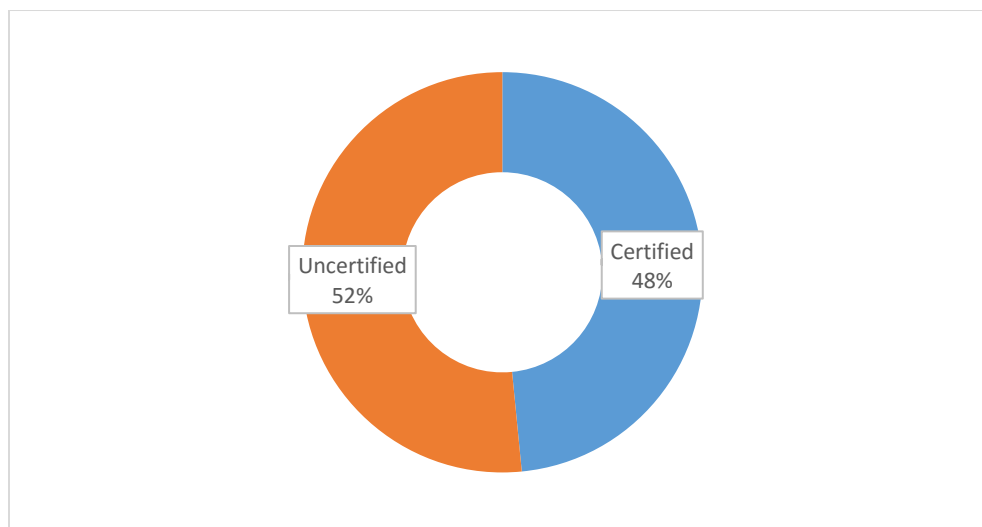


Figure 7 above shows near parity in the proportion of teacher certified and those not certified.

³ In Banadir, South West, and Hirshabelle

⁴ In Banadir, Hirshabelle, Jubbaland, South West, and Galmudug

⁵ In Hiran/Baladweyne, Middle Shabelle/Jowhar, Middle Shabelle/Warsheik and Lower Shabelle/Marka

⁶ In Banadir, South West, and Hirshabelle

Table 9: Teacher Education: Interim ESSP Targets and Achievements

Summary of Targets	Extent of Achievement
<ul style="list-style-type: none">• Review of the education act and review of the teacher education policy.• Create quality assurance and standards system for teacher education and teacher professionalism.• Create semi-autonomous Teachers Service Commission to manage all aspects of teacher development and teacher utilisation.• Reforming teacher education curriculum and training and maintain fit for purpose teacher education• Provide financial incentives to motivate bright secondary graduates, particularly girls and other disadvantaged students join pre-service teacher education programmes.	The MOECHE to update

3.5 Higher Education

Table 10: Higher Education: Interim ESSP Targets and Achievements

Summary of Targets	Extent of Achievement
<ul style="list-style-type: none">• Construct new faculties of livestock, agriculture, marine and environment• Allocate block grants for each of the public universities for expansion and rehabilitation• Establish library and ICT facilities• Establish incentive scheme for lecturers• Improve curriculum through reviews• Ensure Quality Assurance systems are in place	The MOECHE to update

There has also been a marked improvement in enrolment at higher education institutions. In 2010/11 academic year, the enrolment was 12,617 students. The current enrolment is 21,952 students⁷. These enrolments are however significantly skewed in favor of private universities. Out of the 21,952 students, only 375 students are enrolled in a public university. As a key input in ensuring access to higher education, a query was made as to the number of students who were benefitting from government bursaries and scholarships.

⁷ It is instructive to note that MOECHE has yet undertaken a substantive mapping of all the universities in SCZ. As such these statistics are provisional.

3.6 Cross-Cutting Programs

On gender, the key target was gender parity at all levels of education provision and administration

Summary of the achievements on gender

- Increased enrolments – gender disaggregated
- More female teachers trained. **80** female secondary teachers undertaking diploma in education.
- More female candidates trained for leadership positions
- Increase in number of facilities that improve female retention (GFS)
- Scholarships for female students
- **32** senior officials of Ministry of Education and Higher Education were trained gender mainstreaming in education (GME)
- **30** regional education officers provided GME training

3.7 Summary of Achievements in 2016

3.7.1 Enhancing Access to Education

Basic Education (Formal and Non-Formal Education)

- According to EMIS data collected in 2015/16⁸ there were a total of 276,894 learners (43% girls) across Primary (77%), Secondary (23%) and Alternative Basic Education (0.5%) schools.
- Formal primary schools (including Integrated Quranic Schools (IQS)) were 914 in number with a population of 212,737 pupils (44% girls, 56% boys). Notably, a significant portion (92%) of these schools were owned by non-governmental institutions. Enrolment in government schools⁹ was 15,678 pupils (44% girls) while in non-government schools was 197,059 pupils (44% girls). Apparently, enrolment is significantly skewed towards the non-government/private sector, which has significant implications on access by the low income households.
- 372 secondary schools were enumerated with a population of 62,796 students (41% girls). Enrolment in government schools was 1,954 pupils (42% girls); enrolment in non-government schools was 60,842 (41% girls); enrolment in non-government managed schools accounts for 97% of the total secondary school students.
- Access to non-formal education (NFE) was reported in 5 districts¹⁰, with a total enrolment of 6,656 learners (52% female). On Technical, Vocational Education and Training (TVET), total enrolment was 7,488 learners (58% female). 11 Alternative Basic Education (ABE) schools were enumerated with a population of 1,361 learners (59% female, 41% male) in Somalia; All these schools are NGO owned.

Across the ten regions¹¹ that participated in the 2015/16 EMIS data collection, access to primary education (including IQS) was six times higher in urban (182,519 pupils; 44% girls) than in rural regions (30,218 pupils; 45% girls). On access to education by children with special needs, at secondary schools 132 students (36% female) were reported, which is 2% of those enrolled. Most of the learners with special needs were reported to be visually impaired (58%), followed by those with physical disabilities

⁸ Data was collected in 67% of districts in ten regions of South Central Zone as opposed Benadir region only as was done in 2013/14 and 2014/15.

⁹ Reference to government or public schools was loosely defined, considering the context in SCZ Somalia

¹⁰ Banadir, Hir-Shabelle, South West State, Jubaland State and Galmudug State

¹¹ Bakool, Gedo, Middle Shabelle, Banadir, Hiiraan, Mudug, Bay, Lower Juba, Galgaduud, and Lower Shabelle

(26%) and those with hearing impairment (16%). There were queries at the workshop on whether there was a special needs education curriculum, but the MOECHE indicated that the newly developed curriculum had a section on special needs education, besides current considerations for a policy on special needs education.

Overall, despite these marked improvements, the overall Gross Enrolment Rates at both primary and secondary remain critically low¹². GER in primary (including IQS and ABE) is 20.1 (17.9 girls and 22.2 boys) while in secondary it is 13.3 (10.9 girls and 15.5 boys). However, comparison of school data at regional and state level between 2014/15 and 2015/16 could not be done, since the former data was only for Banadir region only while for the latter data covered 9 regions (besides Banadir).

Improvements in Infrastructure

Overall, there has been significant improvements in enrolments at primary and secondary level (owing to the Go-to-School Initiative). Education infrastructure is a key feature to improving access. As a result, there has been significant infrastructural improvements i.e. new schools and classrooms. In expanding the learning spaces, the MOECHE reported that there were ongoing construction and rehabilitation activities i.e. 50 secondary schools, 10 model schools (6 primary and 4 secondary schools), 80 new classrooms, 3 TVET centers and 7 regional education offices were being constructed, besides rehabilitation of 4 schools and 53 classrooms¹³. On special needs education, the Director General, Education indicated that the MOECHE plans to construct a special needs school in Mogadishu, that will in addition to enrolling special needs children, also be a training schools for special needs teachers.

3.7.2 Improving the Quality of Education

Discussions on the quality of education revolved around Curriculum, Teacher training and Examination. The MOECHE had ensured a significant improvement in quality of provision, especially through the training and deployment of teachers.

Teachers

- 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

Curriculum, Textbooks and Examinations

- **Curriculum:** A gap analysis of the SCOTT teacher-training program and the Curriculum Framework was done and modules are being developed to address identified gaps; Primary school syllabuses was completed, approved and printed; Main differences between new and old

¹² A comparison between school-going-age pupils, using population growth rates, and current enrolment levels indicates that significant numbers of pupils are out of school/unaccounted for.

¹³ MOECHE presentation at JRES 2016 on Access

curriculum were analyzed; Quality Assurance supervisors were trained on new Curriculum Framework.

- **Textbooks:** Textbook writers were trained on writing of prototype materials and wrote prototype materials for all the seven primary subjects; Current secondary textbooks were reviewed and printed
- **Examinations:** 11,574 students (31% girls) were supported to sit for form 4 exit examinations, with the bulk of the students (82%) hailing from Banadir region and the least (0.2%) from Hiraan region. 10,104 (87%) of these passed the exams of whom 31% were female; An inclusive 15-member Examination board was established with MOECHE, Education networks, religious leaders, civil society and education experts' representatives.

Overall on improving the quality of education, there are indications that more teachers have been recruited, more teachers are undergoing in-service training besides distribution of more teaching and learning materials have been distributed. Further, the Quality Assurance unit of the MOECHE continued to develop frameworks to strengthen teacher supervision and the draft Education policy has been tabled for discussions. At the JRES it was reported that there were increasing opportunities for management training for Head teachers, CECs and MOE staff. In assuring quality, the Permanent Secretary of Education urged Education Umbrella Associations to participate in harmonized national exams.

3.7.3 Strengthening Governance in Education

Sustainability of education reforms resulting from development interventions, can only be achieved when MOECHE is strengthened as an institution in order to prepare and implement the Interim ESSP and relevant policies. In the year 2015/16, the following were achieved under the specific areas:

Policies and Regulatory Framework

- Revision of the Education Policy
- Completion and endorsement of the Education Act by Council of Ministers
- Finalization of the draft Higher Education Act
- Development/revision of subsector Policies, including Teacher, Gender, Human resource, Financial and Examination policies;
- Development prototypes for all core subjects based on the Curriculum Framework,

Institutional Development

- Development of Quality assurance training manuals and checklist
- School census in 10 regions of SCZ by the EMIS department conducted and publication of 2015/16 FGS Education Statistics Annual Yearbook
- Needs assessment of Financial Management and developing procurement forms
- Administration of unified examination for 2015/16 for grades 8 and form 4 exit exams by Examination and Certification department

Capacity Development Achievements

- **Trainings:** Training on financial procedures and accounting conducted; HR Manual Training Conducted; Ministry staff were trained on Quality Assurance and Minimum Standards in Education; EMIS Questionnaire and census training; Examination and certification training; Public schools staff training (REOs); Curriculum staff trained
- **Experts attached:** 11 Technical Advisor embedded to the different departments of the MOECHE; 6 Technical Officers are also embedded to different departments

Governance and Management

- **Coordination:** Memorandum of understanding between Ministry of Education Culture and Higher Education and States Ministries of Educations established; Collaboration agreements between MOECHE and Education Umbrellas drafted.
- **Exchange Visits:** Southwest State and Jubaland MOE officials visited Puntland for experience exchange; Training MOECHE officials on Financial Management Systems; All three states had collective induction training.

3.8 Key challenges and Recommendations

Challenges and Recommendations on Enhancing Access to Education

- Security still a major impediment to education provision
- Infrastructure targets, were not fully met in light of 2016 expectations
- Data quantity and quality remained a challenge with mention at the workshop on EMIS data was missing some key statistics. Hence, the MOECHE was advised to refer to the Puntland EMIS and derive additional indicators that can enrich the EMIS
- Minimal resources at primary schools for capital and operational costs
- Low capitation from Federal Government, considering the target of 10% was unmet
- Provision of education skewed to private actors has significant implications on access by the low income households
- Transition from primary to secondary is very low

Challenges and Recommendations on Improving the Quality of Education

Challenges

- Security still a major impediment to education provision
- **MOECHE level;** there is challenge on the capacity, frequency and quality of teacher supervision; significant need for capacity building at the central and decentralized levels to strengthen regional and district officers; besides insufficient budget allocation for the education (less than 4 % - national budget); poor coordination of education partners' activities.
- **Teaching;** there was chronic shortage of qualified teachers with low proportions of certified/qualified teachers, lack of teacher training centres, low status of teaching profession, haemorrhage of teachers/MOE staff trained or recruited by projects to private agencies/NGOs; Competition between public and private schools for teachers; use of English as a medium of instruction still a major challenge

- **Textbooks;** student-textbook ratio is still very low especially in secondary school; Issues of affordability and availability
- Significant gaps in learning outcomes (MLA reports)
- **Examinations;** there were data collection delays, hindered access to some regions, difficulty with courier of examination papers, persistently high costs of exam security, distribution, supervision and invigilation
- Gender Imbalances in secondary, teachers, university

Recommendations

- Quality assurance handbooks be reviewed and produced
- Building the capacity of the Curriculum Department
- Establishment of the Curriculum units (Science, Language, Crosscutting issues)
- Teacher training program in line with the new Curriculum Framework
- Develop Text book policy and print textbooks
- Develop and Strengthen the Somali Language policy
- Train 754 in-service primary teachers from three regions
- Need to profile all teachers and maintain a teachers' database
- Establish teacher training centre

Challenges and Recommendations on Governance and Management

Challenges

- Education Policy not passed by the Parliament
- Education act not finalized
- Subsector policies not completed yet
- Lack of centres for examination, certification, curriculum and teacher training
- Unified national curriculum
- Inadequate skilled personnel in all areas
- Capacity of MOE: Beyond TAs, what next?
- FPE Related challenges: Low motivation, schools lack funds for operational costs
- Gaps in commitment of donors and agencies to the ESSP targets; Misalignment between priorities of ESSP and sources of funds

Recommendations

- **Policy framework:** undertake education sector analysis and develop ESSP 2017-2022; Higher Education Act need to be endorsed by Parliament; Draft subsector policies need to be completed; Newly developed curriculum framework to be rolled out; address the gaps in decentralization of ESSP targets
- **Coordination:** State Ministries and Somalia Federal Government network regularly; Develop framework of relationship between Federal Ministry and Regional Ministries

- **Institutional development:** Address the potential gap pending the exit of TAs; Creation of teacher training, curriculum and examination centres; EMIS to be strengthened at the Federal and Regional levels
- Unified examinations covering primary & secondary education.

Additional Challenges

- Competition between public and private schools for teachers
- Gender Imbalances in secondary, teachers, university
- Capacity of MOE: Beyond TAs, what next?
- Gap in decentralization of the ESSP targets
- FPE Related challenges: Low motivation, schools lack funds for operational costs
- Haemorrhaging of staff: Staff that have been trained/recruited by the projects leaving MOE to work for agencies
- Gaps in commitment of donors and agencies to the ESSP targets
- Minimal text books especially in Secondary schools: Issues of affordability and availability
- Misalignment between priorities of ESSP and sources of funds
- English as a medium of instruction still a major issue
- Significant gaps in learning outcomes (MLA reports)

4 Recommendations from Joint Review of the Education Sector

Following the JRES discussions, the following are some of the observations made and the possible way forward

- a. MOECHE and its development partners to synergize their efforts to address gender parity in schools, both for learners and teachers. This considering that both GER and NER for girls is lagging behind that of boys in primary and secondary education, while there are significantly more male than female teachers.
- b. There is need to identify and mitigate the limitations to adequate access to education by children living in rural areas based on the finding that there is high enrolment in Banadir and Gedo regions as compared to Bakool and Middle Shabelle regions. One of the limitations could be unaffordability of education in view of the fact that most schools are run by non-state agencies.
- c. FGS should revive public education system and effectively dialogue with private providers of education so as to enhance access to education for all. More focus should be placed on increasing access to education for nomadic, rural, IDPs and other communities in newly liberated areas
- d. To enhance the learning environment and improve the quality of teaching and learning, teaching and learning materials need to be developed and distributed to schools since the pupil-textbook ratios in both primary and secondary schools are extremely low.
- e. In view of less than half of the teachers in both primary and secondary schools were certified, there is need to continue and expand teacher training programs so as to increase their qualification levels and as a result improve the quality of education.
- f. Teacher trained, recruitment, remuneration, retention and management issues to be reviewed considering turnover issues and competition between public schools, private schools and non-governmental organizations for qualified teachers. The MOECHE should followed through the prospect for providing teacher incentives through the World Bank Multi-Donor Trust Fund.
- g. MOECHE to lobby its development partners for unachieved targets in the Interim ESSP including infrastructural support and institutional strengthening of the MOE at the District and Regions, including finalization, enacting and implementation of relevant Policies and Acts and undertaking education sector analysis and developing of ESSP for 2017-2022 for aligning donor commitments.
- h. There is need to improve the coordination between State Ministries and Federal Government through establishment of a framework of their relationship. This will ensure there is effective collaboration and communication is ensuring the aspirations of the Somali children are protected.
- i. The newly developed curriculum framework needs to be rolled out into the schools, with relevant staff/teacher training, production and distribution of learning materials undertaken. This will ensure the quality of education is improved and sustained.
- j. MOECHE continues to need support to strengthen its systems of data collection, management (finances and human resources), quality assurance and coordination to enhance effective delivery of education

- k. Unrealized targets in the TVET sector should be addressed, including developing regulatory policies and framework, in addition to reviving and constructing additional TVET centers
- l. Higher education to be strengthened by establishing Commission for Higher Education, better equipping and furnishing university faculties and setting professional development program for faculty staff.

References

- JRES 2015 Aide Memoire
- JRES 2015 Synthesis Report
- Draft Annual Action Plan SCA 2015 to 2016
- Final Interim ESSP 2013 – 2016 for SCZ
- Annual Schools Census Report
- UNFPA Population Estimate Survey
- Education Sector Committee Minutes
- 2015-16 FGS Education Statistics Annual Yearbook
- Data from meetings with SFG and MOECHE Directorates
- Data from the States (Galamudug and Jubaland)
- Data from Implementing Partners, including:
 - AYUUB,
 - Mercy Corps,
 - ADRA Somalia,
 - Concern Worldwide,
 - Africa Educational Trust (AET),
 - Norwegian Refugee Council (NRC),
 - Shabelle Education Umbrella (SHEDU),
 - Global Partnership for Education (GPE),
 - Bay Regional Education Committee (BREC),
 - Comitato Internazionale per lo Sviluppo dei Popoli (CISP),
 - Education Development Trust (formerly CfBT Education Trust),
 - Shabelle Relief and Development Organization (SHARDO),
 - Himilo Relief and Development Association (HIRDA),
 - Golweyene Relief and Rehabilitation NGO (GRRN),
 - School Association for Formal Education (SAFE),
 - Hiran Regional Education Committee (HREC),
 - Somalia Community Concern (SCC),
 - Somali Family Services (SFS),
 - CARE International,
 - Relief International
 - AID VISION,

5 Appendices

5.1 JRES Terms of Reference

5.2 JRES Workshop Program

5.3 List of JRES Workshop Participants

5.4 Implementing Agency Activities in SCZ

5.5 JRES Synthesis Workshop Presentation

5.6 JRES Consultant Field Visits Schedule