

SOMALI REPUBLIC

COUNTRY PAPER

In-country Consultations for 68th UN General Assembly

INTRODUCTION

Today represents a rare moment of opportunity to act on behalf of Somali children and youth. Somalia is in a state of political and social transition; from acute emergency to the early stages of development. Founded in August 2012, The Somali Federal Republic has been met with optimism by both the Somali people and international development partners. While security remains a priority for this new government, the restoration of public services, especially the education system, is high on the agenda. The President outlined his vision for the Country with Six Pillars of development of which education is a highlighted intervention. The education administrations of all three Somali zones - Republic of Somaliland, State of Puntland, and South Central Somalia - face differing challenges, but uniformly strive to bring quality education to all Somali children.

Strategic priorities have now been set in each region where existing and new donors are keen to promote complementary programming aligned with Education Sector Strategic Plans (ESSPs). In 2012, Somaliland and Puntland developed a five-year ESSP. In early 2013, a three-year Interim ESSP was developed for South Central Somalia. Education strategies have regionally specific focus but centre around a common goal of improving education service delivery for the whole of Somalia.

Somalia has one of the world's lowest enrolment rates for primary school-aged children while the number of out-of school/at risk children and youth is approximately half of the total population. In Somalia, more than 73% of the population is under 30 years old¹. Children and youth should ordinarily be seen as the foundation for a successful new country, but this youth bulge knows only war. This generation is at risk of being lost and can only be recovered by an urgent and effective national and international program that empowers Somali youth with *education*. Providing children with education is not only a moral and human imperative, but is the basis of generating the human capital needed to develop a fledgling nation. This is the impetus behind the Minister of Human Development and Public Services' announcement of a comprehensive strategy to enable one million additional children and youth to claim their right to education: *Go-2-School: Educating for Resilience (2013-2015)*. Achieving the lofty goals of this strategy will not be easy. It requires systematic and innovative approaches which balance short term needs with a long term vision for a resilient and sustainable education system. It will also require national leadership, commitment and a significant injection of resources; both human and financial. As such, the three education administrations have begun to reprioritise and reframe education challenges and the manner by which the international community responds. This will focus on strengthening delivery systems while building the resilience of children and their families through quality education services. To succeed, innovative approaches will be sought including exploring new partnerships such as those with pioneering private sector firms.

BASIC EDUCATION DATA

	PUNTLAND	SOMALILAND	SOUTH CENTRAL
Total Enrolment - Primary Formal & Alternative Education	107,907	212,398	396,788
Girls	47,275	91,255	165,839
Gross Enrolment Rate (GER)	41%	44%	38%
Girls	37%	38%	32%
Gender Parity Index	0.77	0.75	0.72
Number of Teachers	5,093	6,157	9,119
Female	920 (18%)	983 (16%)	1799 (29%)
Pupil Teacher Ratio (PTR)	21:1	31:1	44:1
Teacher Qualification	Certified*	48%	
% of female teachers	3%	13%	
Adult Literacy Rate (% ages 15 and older)	35.9%	26%	32.4%
Female	31.9%	20.7%	28%
Educational attainment of people aged 15 years and above (%)			
Primary	16.40%	17.60%	13.90%
Unemployment Rate (%)			
Youth unemployment aged 14-29	62%	84.2%	54.4%

*A 'certified' teacher is a qualified teacher who has completed the basic required academic training as well as minimum required number of years of teacher training.

¹ UNDP, Human Development Report 2012

CRITICAL CONSTRAINTS

CONSTRAINT 1: Low Access to Primary Education

CONSTRAINT 2: Poor Quality of Primary Education

CONSTRAINT 3: Weak Institutional and Technical Capacity of MoE

Each of the three zones identified the same three constraints to the equitable provision of quality education. These are outlined below. However, the section to follow will highlight the unique context of each zone; in what challenge each faces and how each is uniquely equipped to deal with those challenges.

CONSTRAINT 1: Low Access to Primary Education

Cultural resistance to education remains a significant hurdle. Additionally, more than half of the total population is pastoral by nature (up to 60% in Puntland). With government funding already constrained by the need of formal schools, it is difficult to respond to the unique needs of pastoralist children. Furthermore, the Government's inability to consistently pay teacher salaries means that much of the burden is left on families already struggling with poverty. Many simply cannot afford either the formal fees or associated costs of schooling.

SOLUTION & IMPACT 1

More flexible and innovative education delivery programs for nomadic/marginalized communities will widen access to schooling. Student enrolment in programs such as Alternative Basic Education will increase enrolment especially for nomadic children, girls and those with special needs.

FEASIBILITY OF IMPLEMENTATION

Efforts by implementing agencies are already underway including alternative basic education, mobile schools, caravan libraries, and use of new technology showing willingness to innovate and technical capacity to implement.

SOLUTION & IMPACT 2

Increasing the number of permanent schools will reduce commutes for children and stem the tide of dropouts; this especially so in urban areas where overcrowding impedes the quality of teaching. Decentralised school maintenance will build more effectiveness in managing teaching and learning environment.

FEASIBILITY OF IMPLEMENTATION

Most donor programmes already incorporate school construction/rehabilitation component and have the contextual knowledge to locate and build schools that will be most effective in reaching the most children. However, the demand for school rehabilitation is higher than the availability of resources.

SOLUTION & IMPACT 3

Increasing the size of the teaching cohort by recruiting more women to the profession will help avoid school closure due to lack of teachers, decrease Student to Teacher Ratios and encourage girls' attendance.

FEASIBILITY OF IMPLEMENTATION

Social mobility activities and teacher incentive programmes aimed at attracting, recruiting and retaining 3,570 (total of three regions) teachers are on-going. However, there is an urgent need for a sustainable teacher payroll system. Gender-imbalance remains even higher among teachers than it is among students.

CONSTRAINT 2: Poor Quality of Primary Education

The education systems in all three regions are making strides in enrolling students, but must do so with an eye towards a simultaneous improvement of quality. The protracted era of conflict faced by Somalia means that few have been able to pursue the education or training necessary to teach or to manage a classroom.

SOLUTION & IMPACT 1

Increasing the number of qualified teachers especially in rural/remote areas will improve students' learning outcomes which itself encourages enrolment. Programs of incentives to encourage teachers to work in rural areas, alongside robust teacher recruitment and training, are necessary to reach all children with quality education.

FEASIBILITY OF IMPLEMENTATION

Multiple donor programmes are independently focusing on pre-service and in-service teacher training but additional support is needed to increase the capacity of teacher training institutes.

SOLUTION & IMPACT 2

Increasing the number of teaching and learning materials will contribute towards improving student learning outcomes. In light of improving enrolment rates, consistent and scalable provision of materials will improve the pupil-text book ratio and correspond in improved learning marked by better examination results.

FEASIBILITY OF IMPLEMENTATION

Provision of teaching and learning materials is a quantifiable way for donor agencies to measure impact and prove results.

CONSTRAINT 3: Weak Institutional and Technical Capacity of MoE

While the zonal Governments do show strong initiative in pursuing improved education, the institutional capacity is still developing. The relative newness of these administrations and resulting inexperience in education specific management makes additional outside support necessary.

SOLUTION & IMPACT 1

Enhanced technical and institutional capacity of the ministry will enable implementation of the Education Sector Strategy. Expanded institutional, organizational, and individual capacity at the ministry-level will lead to effective service delivery through increased government leadership, especially developing a unified national curriculum.

FEASIBILITY OF IMPLEMENTATION

Willingness to undergo long-term capacity building by the Government means only additional financial and technical support is required to expand capacity in key sub-sectors. The presence of Technical Advisors is an entry point for domain-specific capacity building efforts. It is critical to establish 'exist plans' by transferring more knowledge to higher-level ministry staff.

SOLUTION & IMPACT 2

Enhanced financial capacity and management at the ministry will retain teachers and ministry staff while also attracting additional female staff to education administration.

FEASIBILITY OF IMPLEMENTATION

Calls by the MoE to increase advocacy for the improvement of its capacity show a desire not only for additional funding, but also to put qualified personnel on the job.

ZONAL CONTEXT

Puntland

Puntland is in the midst of momentous political, social and economic transformation. The region managed to maintain relative peace and security in recent years which has enabled the establishment of administrative and private institutions which guarantee basic public services and facilitate enterprise. The Ministry of Education (MoE)'s institutional capacity has increased greatly through adoption of diaspora technical advisors over the last three years, taking on five key domains: Policy and Planning, Human Resources, Finance, Quality Assurance Units. The Gender Unit was also established to mainstream gender equality in education. Especially under Finance, the improved policies and procedures drew the attention of the Ministry of Finance for cross-ministerial knowledge sharing. The proportion of the national budget allocated for education further proves the Government's commitment improving from 1.75% in 2010, to 4.0% in 2013.

The MoE is eager to find ways to effectively utilize the limited available funding for education so as to approach Universal Primary Education. In December 2012, the MoE delivered a financial simulation in order to analyse the budgetary projection for paying teacher salaries. The ESSP was then updated to reflect the analysis of the simulation. Currently, only 18% of the 4,173 formal primary school teachers receive government payroll meaning that the burden of paying teacher salaries still largely lies with parents and communities. Even key ministry staff go months without being paid. Yet, even within these financial constraints, Puntland is actively seeking novel interventions with big impact. For example, Puntland has utilized its own television channel and radio stations as tools to advocate girls' education. Likewise, the sector is seeking ways to maximize the available resources to strengthen service delivery to all children of Puntland including more than half of the population who are pastoralist. Simple but effective ideas like mobile libraries reach children who are also on the move. Additionally, the MoE has been proactive in obtaining advanced education opportunities for children including study abroad scholarship programmes with countries such as Turkey, Sudan, Ethiopia, and Yemen. Since 2010, approximately 800 students have studied abroad. It is important to note that while Puntland is a part of the Federal State of Somalia, much of its progress in education has occurred independently of the new Federal Government.

Somaliland

Somaliland has achieved great internal social and political coherence. Since Somaliland declared its independence in 1991, it has progressed steadily and with its own unique agenda. Periodic elections have helped to establish peace which in turn has attracted more external development interventions to the region. Today, per capita development aid in Somaliland stands at US \$32.20, the highest of the three zones. The stability of the Somaliland Government has also allowed it to significantly increase institutional capacity at the Ministry of Education & Higher Education (MoEHE) showing marked improvements in government effectiveness in the education sector. New approaches within the MoEHE have helped to recruit and retain a strong, professional cohort. In Somalia, the lack of a pension scheme led to ministry staff members continuing to work well past retirement age. This prevented the recruitment and management changes needed to revitalize education. In response, together with the commitment from the Ministry of Finance, a Senior Leadership Succession Plan was established whereby 25 retirees received pension allowances – a milestone for all civil servants in the country.

Government commitment to Free Primary Education (FPE). The FPE policy was introduced in 2011 as a measure of Somaliland's Education Sector Strategic Plan which has been designed under the expectation of achieving 75% primary Gross Enrolment Rate (GER) by 2015. To realize FPE, Somaliland steadily increased its commitment to education and currently spends approximately 10% of its national budget on education – an increase from 4.7% in 2010 (total central budget has grown from \$47million in 2010 to \$125million in 2013). Yet without continued external support, this commitment will be threatened due to inadequate financial and human resources needed to meet this strategic goal. Inadequate financing for education has undermined the government's ability to cover basic recurrent costs such as salaries of teachers, support for education facilities, or invest in long-term development of the education sector such as training of teachers and construction of new schools. This has prevented continuity and equity in the sector. For instance, only 58% of teachers are registered under the government payroll. Even these teachers are paid much less than teachers in private schools.

Focus on Quality. It is estimated that at least 50% of Somaliland's total population of 3.84 million are pastoralist. However, less than 10,000 of them are currently benefitting from special pastoralist education programmes. This represents a massive unfilled gap. Quality of education and learning outcomes in public schools is another big concern. A Multiple Indicator Cluster Survey (2012) further indicates that only 20% of children of primary-entry age actually enter primary school at the right age making the possibility of completing a full cycle of education remote. The 2012 Monitoring Learning Achievements assessment indicates that only 27% of sampled Grade 4 students were able to successfully read and follow basic instructions. As a consequence, it will remain a challenge to create a generation of effective human capital with skills that match the labour market. Youth (14-29 years old) unemployment rate is 84.2%; higher even than Puntland (62%) or South Central Somalia (54.4%)².

South Central Somalia

Revival of Public Education Services under the new Federal Government. In South Central Somalia, twenty years of civil war have destroyed more than 75% of pre-existing public schools. The absence of government response to the growing need for education has been filled by Somali intellectuals who established privately owned educational institutions known as the Education Umbrellas. The Umbrellas have sustained the education sector during conflict and will continue to play a vital role in re-establishing the sector. In the absence of a functional central government, each of these organizations has independently designed standards, design, and principles, including curricula and certifications. However, the Directorate of Education (DoE) of Ministry of Human Development and Public Services (MoHD&PS) is now able to better control the rehabilitation of the education sector. The Government acknowledges the importance of education as being one of the most viable and effective ways to increase the resilience of the Somali people; a population no doubt exposed to a litany of emergencies. External technical input is expected to enhance the institutional and organizational capacity of the central government. As such, diaspora Technical Advisors have been adopted in the DoE in various sub-sector domains since mid-2013. In roughly the same time the Government has achieved a successful assessment of institutional capacity, developed a DoE organogram, developed and endorsed an Interim ESSP, and collected education data from Mogadishu area. This work was followed by the establishment of a functional Education Management Information System (EMIS) - one of the most essential steps in overcoming inefficient policy and decision making processes. An expansion of the resulting School Survey distribution is planned in newly liberated areas by end of 2013.

Education Sector Committee (ESC) has been established as the key decision making body for the education sector. The ESC in Mogadishu was officially established in November 2012. Many of the most important local stakeholders, including the Education Umbrellas, have been eager to participate in the meetings and to share information on existing and up-coming education initiatives in the region. It is expected that over the next few months, the ESC will evolve into a coordinated decision-making body and pursue harmonized efforts within the sector. The education community's voice was actively sought during the ESSP development process through multiple consultation processes. Based on this ESSP, donor programmes are expected to build resilience as Somalia moves further from an age of fragility and closer to long-term, sustained development.

New Approaches — Exploring new partnerships within and for Education. The increasing collaboration, rather than competition, between the Education Umbrellas and the DoE is a sign of promise for education in South Central Somalia. Most recently, the Umbrellas collectively agreed to a common curriculum so that children leave school with a common set of skills. Such collaboration is not limited to the borders of Somalia. The Minister of DoHD&PS actively advocates for education both in and outside of Somalia, seeking innovative ways to secure funding as well as ways to return 'skills' to Somalia. As part of this, short-term programmes for teachers from the Somali Diaspora to teach inside Somalia as a chance to gain experience are being considered. Opportunities for Public-Private Partnerships are also being explored. The DoE is experimenting with ways for the diaspora community to choose to deduct a portion of remittance payments through Dahabshii³ to contribute to teacher incentives while also using this mobile technology to manage teacher salaries, thus ensuring that teachers are paid on-time.

² UNDP, Human Development Report 2012

³ *Dahabshii* is an international funds transfer company headquartered in Dubai, United Arab Emirates. Established in the early-1970s by a Somali entrepreneur from Somaliland (<http://en.wikipedia.org/wiki/Dahabshii>)

PUNTLAND Critical Constraints Matrix consolidated

Critical constraints that need to be addressed to accelerate progress towards the achievement of UPE(provide description)	Preferred solution (building on existing efforts and/ or identifying innovative proposals	Impact of solution on the constraint (e.g. scale of impact, potential improvements in quality indicators, timing, cost-effectiveness)	Feasibility of implementation e.g. availability of support, technical difficulty and country capacity, Governance challenges, cost and financing)
1. Low access to Primary Education			
Inadequate number of schools limiting access and forcing children to trek long distances or drop from school	Promote access closer to households by creating new facilities.3,000 classrooms will be needed for 119,111 out of school children to access primary education. However realistically; we can only reach 39655(65%) children. Introduce flexible education delivery programs for nomadic communities (Alternative Basic Education, Mobile Schools, Caravan Libraries, etc	Increased access. At least 21% increase in primary GER in 2 years. GER increase from 44% to 65% (45% girls). Enrollment increase from current 107,907 to 147,562	The support will build on previous experiences; External support funding required for constructing 991 classrooms/WASH facilities that are girl child friendly that will cater for the projected increase in the remaining two years(2014-2015)
High cost related to access including school fee and extreme poverty of households; socio-cultural barrier to girls' education	Enforce free primary education; mobilization of leaders/role models in support of girls' education	Increased availability of safe, child-friendly, and easily accessible learning spaces; Steady increase in the number of poor and marginalized children, especially girls, attending and staying in primary schools	MOE will require substantial funding and technical support
Inadequate number of male/female teachers(including special needs teachers)	Recruit , train, motivate and retain teachers- additional 3,000 teachers will be needed to address the needs of the out of school children. Considering that in the next 2 years we shall realistically target 65% of the out-of school children; a total of 991 teachers will be required.	Quality of gender sensitive pedagogical instructions improved at classroom levels increased; awareness, motivation and confidence among parents willing to send their children greatly enhanced	Recruiting 991 more female/male teachers will encourage girls to emulate their female teachers and relate the significance of role model to education.
Insufficient access to teaching/learning materials.	Sufficient classroom supplies and prescribed textbooks for schools. Text-book pupil ratio reaches desired minimum standard of 1:1	Marked improvements in pupil-teacher, pupil-textbook, primary completion, and transition to lower secondary.	Greater funding sources required for quality curriculum instruction.
Education system not responsive to the needs of nomadic communities, children with special needs, marginalized groups (60% of PL population)	Enhance the capacity of MoE at all levels to implement existing policies; Support and maintain quality and standards of centralized examinations for special groups; peace-building, cultural and identity mainstreamed into the curricular.	Increase in enrolment, retention and completion by children from nomadic background, children with special needs, marginalized groups	Improvements to school facilities, teacher training and MoE policies to make them more supportive to nomadic, marginalized group and children with special needs.
2. Poor Quality of Primary Education			
Shortage of qualified teachers especially in rural and remote areas	Focus on pre-service and in-service teacher training; Improve the training capacity of teacher training institutes and increase their numbers. Provide incentives to teachers working in rural areas.	Increase access, retention and completion of primary education	Recruiting more teachers from rural areas; on-the-job training; remuneration for rural teachers
Very low remuneration and motivation of teachers resulting in high attrition rate of teachers	Improve service conditions for teachers(including special needs teachers) including remuneration; enhance school supervision system; advocate for more teachers to be put on government payroll; provide/supply educational resources(science kits, supplementary reading materials, library); introduce an award system for best performers teachers, head teachers,	Tangible improvements in the quality and impact of the teaching /learning process; significant and steady increase in the proportion of children achieving expected levels of learning outcomes and mastery in foundation skills – reading, writing, computation, and comprehension	There will be improved teaching/learning environment ; Increased performance in the examinations
3. Weak capacity of MOE at all levels			
Weak technical and institutional capacity of the MOE at all levels	Continuous technical assistance to support five domains: Policy/Planning and EMIS , Human Resource and Organizational Development, Finance and	The existing 5 domains are strengthened to inform government policies; Gender policy implemented; strengthened human resource,	Funding available from the Diaspora, government and development partners efforts; increased allocation for MOE will

	Administration, Quality Assurance and Standard, Gender and women participation and also expand it to other sub sectors.	financial, policy and planning function leading to improved service delivery.	help steer towards UPE attainment in Puntland.
Puntland Government inadequate budgetary allocation to Ministry of Education	Greater budget allocation by the Puntland Government through evidence based advocacy	Improved service delivery at all levels of education.	Diaspora, local enterprises, and other well wishers support will be invaluable through contribution to the education basket.
Significant majority of the workforce (teachers' and other Ministry personnel)are unpaid and demotivated.	Reliable salary commensurate to qualification and experience. Ensure clear career development path and promotion based on merit.	Needs of the employees and needs of the employer will be congruent and the job satisfaction will lead to quality preparation and delivery of programs. MOE workers and teachers will put more ownership and quality effort in assigned tasks	The MOE Capacity in sound financial management system strengthened to ensure transparency, accountability and compliance; effective fiscal management; institutional donors support such as the EU, GPE, DFID and others continue supporting the education program; Support from all development partners /and institutional donors will be coordinated by the Education Sector Coordination committee

SOMALIAND Critical Constraints Matrix consolidated

Critical constraints that urgently need to be addressed to accelerate progress towards the achievement of universal primary education (provide description)	Preferred solution (building on existing efforts and/ or identifying innovative proposals)	Impact of solution on the constraint (e.g. scale of impact, potential improvements in quality indicators, timing, cost-effectiveness)	Feasibility of implementation (e.g. availability of support, technical difficulty and country capacity, Governance challenges, cost and financing)
<p>1. Inequitable Access to quality basic education:-</p> <p>-The existing few schools in hard to reach rural and coastal areas are far short of addressing the problem of long travel to school. Parents are thus reluctant to send their children to school and many children enroll late when they are well above the right age.</p> <p>-The formal education system is not flexible enough to fit into the life style of the pastoralist communities. Hence children of the pastoralist livestock herding communities have very limited access to education.</p> <p>-There are economic, social and cultural barriers against certain disadvantaged groups. For example, some parents do not send their daughters or children with disabilities to school.</p> <p>-In urban areas the classes are often over-crowded with double shifts thus severely impeding the quality of teaching and learning taking place. This not only hinders teachers to attend to individual children with learning difficulties but also causes extra damage to rooms and furniture.</p>	<p>-Construction of feeder schools to minimize walking distance and facilitate enrolment at the right age. –Support for innovative Alternative Basic Education approaches such as</p> <p>Mobile schools: to reach children migrating with parents.</p> <p>Flexible classes: to capture herding and working children who couldn't go to school at the regular time and introduce multi-grade teaching to address classroom and teacher shortage.</p> <p>Cluster boarding schools: for Nomadic and coastal regions</p> <p>-Promotion of inclusive education through campaigns and provision of girl- and disability-friendly schools e.g. WASH facilities and separate latrines for girls.</p> <p>-Provision of scholarships for needy girls to facilitate retention and completion of their education.</p> <p>-Expansion/ construction/ rehabilitation of formal child friendly schools to minimize over-crowded classes and shift system especially in urban areas.</p>	<p>-These approaches will take education to the hard to reach communities. They have the potential to reach more children in a short time with cost effective educational setups, ensuring active community management. Using lessons learned it will be easy to scale up as long as funding is provided. Ensures safety of children and parents' confidence.</p> <p>-If parents send their daughters to school at the right age the girls will benefit from more years of schooling and the risk of drop-out will be minimized.</p> <p>-If campaigns are coupled with concrete improvements in children's performance, parents will see the value of education and will send more children to school.</p> <p>-The expansion of formal primary schools will minimize the number of over-stretched schools and the quality of learning will improve accordingly.</p>	<p>-This will build on existing experience with more learning from the experience of neighboring countries with pastoralist communities (e.g. Kenya, Ethiopia).</p> <p>-It benefits from the technical and practical experience as well as financial support of organizations operating in Somaliland.</p> <p>-The simplified school structures (mobile schools) will encourage the involvement of locals and will require less time for construction thus reaching more children with less cost and fewer challenges.</p> <p>-Partners can support the government at HQs level and in various geographical areas until the Ministry's capacity has improved enough to fully take over. In particular, external financial support will be needed over the short and medium term while gradually being phased out as the government's own resources improve.</p> <p>-The existing girls' support systems will be strengthened and a safe and protective environment promoted.</p>
<p>2. Enhancement of the Quality of Education/Learning:-</p> <p>-Lack of public Teacher Training Institutions has negatively impacted the quality of teacher training. Teachers are currently trained in institutions that government has little control over in terms of management and quality.</p> <p>-The academic and professional competencies of the active teachers are far below the required, as they lack effective on-the-job supervision and adequate pre-service and in-service professional training.</p> <p>-The free primary education policy has put huge pressure on the education system in terms of teachers, supplies and classrooms.</p> <p>-Children's performance in reading, comprehension and numeracy at early grades is well below the required proficiency level.</p>	<p>-Establishment of public teacher training institute capable of providing standardized pre-service and in-service training. Provide teachers and head teachers with adequate training accordingly.</p> <p>-Promotion of on-the-job mentoring for teachers and quality assurance standards through regular school inspection and teacher supervision especially in remote areas.</p> <p>-Support and encourage inclusive education and protective environment conducive for learning and recreation</p> <p>-Provision of adequate education supplies, textbooks and teaching/ learning materials ensuring that they reach all schools into the hands of teachers and children with a</p>	<p>-Focusing efforts on teachers will result in an increasing spiral of quality in the long term as children climb the education ladder with some eventually becoming teachers themselves.</p> <p>-Teachers' lesson planning and use of child centered methodologies and teaching aids improves, thereby enhancing children's learning, literacy and numeracy.</p> <p>-Improved learning environment by the building of more classrooms and provision of adequate teachers and supplies will keep children at school and encourage more to join. Parents will also be assured of the value of education.</p> <p>-Tracking system for teachers' performance and children's progress in place to ensure</p>	<p>-This will build on the existing experience of the private TT colleges, and development of pre-service and in-service pedagogical courses for teachers</p> <p>-Teacher development and utilization requires reform. The initiative has started and is ongoing.</p> <p>-The ongoing practice of on-the-job mentoring will be strengthened with better systematized and coordinated effort of the stakeholders.</p> <p>-A tracking system of the impact of teachers training on the improvement of children's learning / quality of education will be developed by using the quality indicators. The findings will be used to design mentoring or in-service training packages to fill the instructional gaps.</p>

<p>There is also a lack of co-curricular and extra-curricular activities in the schools.</p>	<p>ratio of 1:1 especially those schools in the most remote areas.</p>	<p>quality learning is happening.</p>	<p>-If more female teachers and head teachers are appointed and trained they will provide role models and attract more girls into school.</p>
<p>3.Education Governance & Financing:- -Management at all levels lack motivation, training and adequate resources to carry out their jobs fully and effectively. This applies equally to MOE Heads of Departments/Units, REOs, DEOs, head teachers and Community Education Committees. -Education Management Information System is not comprehensive or fully developed. -All teachers and education personnel working at the various levels of the education structure are either underpaid or not paid at all and hence show less motivation and commitment. All paid education personnel receive the same salary irrespective of position. As Somaliland is under economic and social reconstruction the capacity of financing the education system is limited. -Inadequate operating capacity of Central, Regional and District Offices to ensure quality education in their respective areas. -The current support from the international community is still far below the required size of budget needed. -The role of the private sector and Somali diaspora in financing education is not well established yet.</p>	<p>-Establishment of database for registering personal details of teachers and education officials such as qualifications and years of experience. This is urgently needed for tracking and accountability purposes. -The EMIS system to be further developed and decentralized to fill data gaps. -Salary support is required for unpaid teachers. Additional incentives should be given to teachers in rural areas. Top-up incentives should be given to officials depending on responsibility. -On top of their efforts on local resource mobilization, each Community Education Committee should be supported with a budget to carry out the school development plan. -The government of Somaliland needs to show commitment by allocating a reasonable budget for education which should be complemented by the international community. -Mobilisation of the private sector and Somali diaspora is needed for raising additional funds and sponsoring education initiatives.</p>	<p>-A teacher database is an essential tool for the Ministry of Education for effective and efficient deployment of teachers. It will keep records of qualified teachers and will help to minimize the occurrence of ghost teachers. -A functioning comprehensive EMIS system will make planning and monitoring more effective. -Contented education personnel will spend more time on their job, thereby improving the quality of educational delivery. Time spent on teaching and preparation of lessons will be maximized. -Motivated teachers put more effort into teaching and the children will be encouraged to perform better. -With improved pay and continuous professional support, both teachers and quality assurance officers will contribute to quality of education. -By increasing budget allocation for education, government also shows commitment for attaining MDG goals.</p>	<p>-The existing EMIS system will be further strengthened. -As the government is getting more stable, allocation of more budgets for education is visible. -With increased stability in Somaliland private business is booming and support from international community is increasing. To exploit this situation an all-inclusive fund raising strategy and compliance mechanism could be established and operationalized both locally and in the diaspora living outside Somaliland. -Support from the international community will be coordinated and monitored by the ongoing Education Sector Coordination forum to ensure accountability and a transparent financial management system. -The financial management system of the MOE will be strengthened at all levels by appointing qualified personnel and using relevant technology. -If the current programme funded by GPE shows good results and accountability, there is likelihood of increased funding from GPE and other donors in future.</p>

SOUTH CENTRAL Critical Constraints Matrix consolidated

Critical constraints that urgently need to be addressed to accelerate progress towards the achievement of universal primary education (provide description)	Preferred solution (building on existing efforts and/ or identifying innovative proposals)	Impact of solution on the constraint (e.g. scale of impact, potential improvements in quality indicators, timing, cost-effectiveness)	Feasibility of implementation (e.g . availability of support, technical difficulty and country capacity, Governance challenges, cost and financing)
<p>1. Limited access</p> <p>→ Insecurity: Gov controls few areas in south central Somalia. Continued instability and volatile situation negatively impacts parent's confidence in sending children to school.</p> <p>→ Lack of public schools: market dominated by private schools that poor families cannot afford.</p>	<p>→ Support the implementation of the Governments six pillars policy.</p> <p>→ Relocation of IPS from government schools</p> <p>→ Return of public schools to government by private entities</p> <p>→ Increase access to secondary education- increase scholarship programs for children for poor families, marginalized communities, girl child minorities, etc.</p>	<p>→ Stabilization of all regions.</p> <p>→ Improved livelihood opportunities that will enable parents to send their children to school.</p> <p>→ Peace and stabilization of country- community, youths</p> <p>→ Increased access to primary education by children including marginalized, minority and poor communities.</p> <p>→ Increased community ownership of schools</p> <p>→ Increased access especially for girls.</p> <p>→ Increased community/ society confidence in federal government</p> <p>→ Increased access to primary education for children including marginalized, minority and poor communities.</p>	<p>→ Availability of local capacity and international support in terms of financial and technical.</p> <p>→ Development partners support to primary education based on ESSP.</p> <p>→ Huge demand for primary education as more regions are falling under government control.</p> <p>→ Limited resources- both financial and human capital.</p> <p>→ Steps towards free primary education</p> <p>→ Capacity enhancement of DoE very critical through deployment of TAs to address capacity gaps</p>
<p>2. Financial constraints</p> <p>→ Lack of sufficient resources Though some funding is available, the need surpasses the supply.</p> <p>→ Mismanagement of available resources Limited resources are too often mismanaged and squandered. Inefficiency, steep admin costs and low value for money.</p> <p>→ Poor coordination Donor coordination and implementing agencies coordination with DOE is poor and/or non existing during proposal stage resulting in too many educational projects overlapping.</p>	<p>→ Support SFG through the developing of DOE capacity ensuring efficient and effective use as resources</p> <p>→ Support in the development of sustainable educational projects through DOE by assisting in the creation of income generating services provided by the DOE.</p> <p>→ Unified and better coordination of the national efforts in supporting the reconciliation and reconstruction of Somalia.</p> <p>→ Donor requirements should include that the DOE approve the proposed project activity prior to funding educational projects to avoid overlap.</p> <p>→ DOE to become the main coordinating body for all educational activity including the assessment of impact.</p>	<p>→ Improved priority setting (agenda)</p> <p>→ Improved centralized coordination</p> <p>→ Increased accountability</p> <p>→ Increased Transparency</p>	<p>→ Development of financial mechanisms/ systems and M&E processes undertaken by technical staff.</p>

	<ul style="list-style-type: none"> → Bilateral agreements with the Somali Government and the DOE to direct educational funding to Somalia. → Support the DOE in developing effective financial management systems. 		
<p>3. Quality</p> <ul style="list-style-type: none"> → Qualified teachers. Low quality of education-push factor for many children especially girls – lack of effective learning/ teaching in most schools → Retention and progression: Low transition from primary education to secondary education. → Education facilities: Lack of appropriate learning environments → Curriculum: Absence of unified educational system in the country that identifies comprehensive needs priorities and strategies to achieve education for all. → Education Policy: lack of clear policy on teacher recruitment, training and deployment and qualified teachers – to address the high attrition of public school teachers 	<ul style="list-style-type: none"> → To re-establish teacher training colleges → Development of clear teacher recruitment, deployment and training policy-DoE led and executed. → Improve teacher remuneration, incentives and terms of service. → Unified and harmonized curriculum for all levels of education. Common examination system → Recall of public school teachers – HTs, senior teachers- Build public confidence. → In-service training of teachers on short-tailor – made/ professional courses of recalled teachers/ currently serving teachers → Pre-service teacher training of young secondary graduates – both male and female (1:1 ratio) → Strengthening the quality assurance department of DoE to enhance teacher support, mentoring and supervision → Comprehensive rehabilitation of existing public schools → Equipping of schools with essentials such as desks, office furniture, laboratory equipment, etc. → Provision of girls/gender friendly spaces, facilities, sanitation, water. → Strengthen capacity of CEC's to carry out roles and responsibilities effectively. → Development school improvement plans (SIP) for three years → Rehabilitation of existing public secondary schools, equipping secondary schools with essential equipment 	<ul style="list-style-type: none"> → Increased retention for both boys and girls due to improved school environment. → Follow-up and Sensitize implementation of the National Education Conference outcome Towards the Realization of the Right to Education for All Somali Children → Improved quality for teaching and learning in schools → Improved retention of teachers at public schools/ reduced teacher attrition to private schools. → Common examination and certification process. → Adequate number of teachers trained on required pedagogical skills → Improved access to quality education and increased enrolment and availability of qualified teachers. → Effective education system is restored. → Tools for the implementation and monitoring of education for all in place. 	<ul style="list-style-type: none"> → Development and implementation of national education plan, policy and strategy. → Lobby/mandate international support to education is led and coordinated by the national education plan and strategy → Capacity development in teacher policy development is priority. → Institutional strengthening and governance structures required to recruit, train remunerate and deploy (Teacher service commission) → Consultancy to undertake harmonization of curriculum. Unified curriculum that considers national aspiration, cultural and religious values, socioeconomic realities and political orientation → Implement a unified national curriculum set by the Ministry of Education → Sensitize implementation of the National Education Conference outcome Towards the Realization of the Right to Education for All Somali Children.