



European Union

Delegation to the Republic of Kenya

- Somalia Operations -

Assistance Strategy and Policy Considerations

for the

Education and Training Sector

A document in support of the

EC Strategy

for the

Technical and Operational Support to

Development Assistance to Somalia

2 0 0 9 – 2 0 1 1

LIST OF ABBREVIATIONS

ACP	AFRICA/CARIBBEAN/PACIFIC
CSS	CENTRAL-SOUTH SOMALIA
CISS	COORDINATION OF INTERNATIONAL SUPPORT TO SOMALIA
DANIDA	DANISH INTERNATIONAL DEVELOPMENT AGENCY
DDR	DE-MOBILISATION, DEMOCRATISATION, RE-INTEGRATION
DELKEN	DELEGATION OF THE EUROPEAN COMMISSION TO KENYA
DFID	DEPARTMENT FOR INTERNATIONAL DEVELOPMENT
DP	DEVELOPMENT PARTNER(S)
EC	EUROPEAN COMMISSION
ECOFIN	(EC) ECONOMIC AND FINANCIAL ANALYSIS
EDF	EUROPEAN DEVELOPMENT FUND
EFA	EDUCATION FOR ALL
FGM	FEMALE GENITAL MANIPULATION
FTI	FAST TRACK INITIATIVE
IDP	INTERNALLY DISPLACED PEOPLE
INEE	INTERAGENCY NETWORK FOR EDUCATION IN EMERGENCIES
IP	IMPLEMENTING PARTNER(S)
JNA	JOINT NEEDS ASSESSMENT
JSP	SOMALIA JOINT STRATEGY PAPER 2008 - 2013
LRRD	LINKAGE BETWEEN RELIEF, REHABILITATION AND DEVELOPMENT
M&E	MONITORING AND EVALUATION
MDG	MILLENNIUM DEVELOPMENT GOALS
MOE	MINISTRY OF EDUCATION
MOU	MEMORANDUM OF UNDERSTANDING
MS	MEMBER STATES OF THE EUROPEAN UNION
NGO	NON GOVERNMENTAL ORGANISATION
PCM	PROJECT CYCLE MANAGEMENT (GUIDELINES)
PETT	PROMOTION OF EMPLOYMENT THROUGH TRAINING
PL	PUNTLAND
PMU	PROJECT MANAGEMENT UNIT
SCOTT	STRENGTHENING CAPACITY OF TEACHER TRAINING
SL	SOMALILAND
SRP	SOMALIA RECOVERY PROGRAMME II
SSS/ESC	SOMALI SUPPORT SECRETARIAT/ EDUCATION SECTOR COMMITTEE
SWAP	SECTOR WIDE APPROACH
TA	TECHNICAL ASSISTANCE
TFG	TRANSITIONAL FEDERAL GOVERNMENT (SOMALIA)

1. Conceptual framework

1.1 Rationale and context

The overarching strategic orientation in supporting the development of the Education and Training Sector of Somalia is to:

- making a substantial contribution in the fight against poverty through providing basic education, work related training and higher education,
- supporting the most disadvantaged and hard-to-reach groups, in particular girls and women and protect their basic rights and prevention from all forms of misuse/exploitation,
- improving relevance and quality of education (in particular through teacher training),
- contributing to building a coherent education system following the principles of the Sector Wide Approach- SWAP,
- ensuring ownership, good coordination and aid effectiveness.

These fundamental orientations have their base in the Joint Communication of the Council of Ministers and the European Commission to the Parliament on the Community Development Policy (Education and Training in the context of poverty reduction in developing countries (2002), the EU Strategy for Africa (10/2005), the EC Programming Guidelines for Country Strategy Papers on Education (Detailed version 1/2006), the EC Strategy Paper for the Thematic Programme 2007-2013: Investing in People (education pillar), and finally professional pertinent developments, including specific lessons learned in the implementation of assistance to Somalia.

More recently, the Joint Needs Assessment (JNA, 2005) and the derived Somali Reconstruction and Development Programme (RDP, 2006¹) have served as the conceptual framework for the Joint Strategy Programme (JSP) for Somalia² and the Somalia Special Support Programme (SSSP, 2008). The latter reflects the EC's intention to support the development of the Education sector for the whole of Somalia. The proposed support seeks to implement principles of good international engagement in fragile states set out by OECD DAC and is the result of extensive consultations with all stakeholders, in particular with the three Ministries of Education (TFG³, Somaliland and Puntland) as an EU response to the Reconstruction and Development Programme (RDP) for Somalia⁴.

1.2 Key challenges

Irrespective of persistent growth all over the education sector, despite most challenging circumstances (a persisting conflict situation resulting in large threats of insecurity, natural calamities and low levels of system delivery after the collapse of the previous government), there remain numerous very substantial challenges in Somalia. These are evidenced by various indicators, in particular: low participation rates at all education sub-sectors, high drop-out rates starting already in lower primary education, very low participation rates of girls and women, absence of a cohesive education system approach, generally very low quality in the delivery of education services, low teaching contact hours, and so forth. In

¹ The RDP is presently (Jan. 2010) undergoing a review, in close consultation with Partner Administrations from the three Somali regions, including the TFG.

² The JSP has been prepared by the EC in association with Denmark, Finland, France, Italy, Sweden, United Kingdom and Norway in 2007/8.

³ Transitional Federal Government, Somalia

⁴ www.somali-jna.org

addition, there is a challenge posed in the non-formal education sub-system in view of the generally low level of adult literacy (estimated at some 20% of the population). These problem sets require a conclusive and transparent process of priority identification for the programming of interventions in light of their contribution towards achieving the strategic goals as identified in the JSSP.

1.3 Complementary actions

The sector development programme is complementary to the efforts of the recipient government(s), and other donors, namely the UK (DfID), Italian Cooperation (IT Coop.), Danish Cooperation (DANIDA), and US AID who are also active in the sector through support to UNICEF/UNESCO and other Implementing Partners, developing over time increased sector coherence and synergies. This will include coordinated provision of technical assistance (TA) and peace building measures through extended provision of education opportunities and thereby contribute to reducing the potential for radicalisation (of young minds).

Although public budgetary provisions remain insufficient, previous EC interventions have led to budgetary increases at ministerial level (in some regions). It is anticipated that the education sector development programme, through consistent policy dialogue and additional capacity development measures, should catalyse increased public spending on education and lead to a structured, cohesive growth of the education sector. Recent announcements of Partner Administrations (in the context of the RDP review consultations) suggest such expectations are indeed justified.

1.4 Coordination

The approach will seek to strengthen already existing joint approaches with other Development Partners (DPs), including NGOs and relevant UN agencies who have a strong representation on the ground and are well positioned to maintain and expand service delivery. Coordination mechanisms already exist, both on the ground and in Nairobi, through the Coordination for International Support to Somalia (CISS) and related sector committees, supported by a coordinator. The EC will continue to be an active member in these coordination fora.

2. Guiding principles for programming

2.1 Priorities for EC supported interventions

The priorities for EC supported interventions can be summarised as follows:

1. Basic education remains a priority for the programming of European Union because of its impact on the overall objective of poverty reduction, and priority being given to girls' [and women's] education and quality issues⁵. However, an exclusive concentration on supporting the development of the primary and basic education (sub-) sectors would be short-sighted and not compatible with a systemic/ sector wide approach, which is the lead orientation for intervention designs⁶. Secondary education interventions shall be continued and expanded in order to address the continued need for advanced education and expanded employment opportunities as well as system building.

⁵ EC: Programming Guidelines for the Education and Training sector, 2001.

⁶ The application of this approach was agreed amongst Development Partners (donors) and Implementing Partners as well as the Partner Administrations in the three regions in 2007.

2. On the basis of the principles of the agreed application of the Sector Wide Approach, continuous policy dialogue with relevant Ministries and non-state actors will be followed, with the aim of removing barriers to access in education, protecting vulnerable groups and undertaking positive action in favour of women and girls.
3. Programmes, at the macro-economic level should seek greater coherence with other sector support programmes, namely the economic development support (in particular in the area of skills and entrepreneurial training).
4. A quality led approach is preferred to an overemphasis on expanding the system⁷.
5. In addressing the quality challenges and direct impacts, pre-service teacher training for primary and secondary education will continue to be given a prominent focus.
6. In order to improve the education sector contribution towards peace building and better governance and improve the livelihood of focus target groups, a combined approach of literacy adult education coupled with skills training and economic measures will be continued as a priority.
7. Education management capacity has been recognized as a major weakness of the system, and this is being recognised through a programme directly targeting to build capacity at central, regional and district administration levels. This is also seen as addressing the Commission's recommendation for applying a sector wide approach to overcome fragmentation and underfunding of the sector. It will also have to focus on strengthened supervisory services (inspectorate) in order to improve effectively the teaching contact hours.
8. In addressing the special circumstances of post-war Somalia and the needs of traumatised / mentally handicapped children to be (re-) integrated into general education, this special sector continues to be integrated into primary/basic education support programmes.
9. Stakeholder (in addition to Partner Administrations) involvement is a pre-requisite to successful identification, implementation and quality improvements of interventions; it is mandatory to identify relevant stakeholders (associations, NGOs, private sector organisations and others) and actively involve these in all phases of the programming cycle; this also applies to monitoring (and evaluation) of the interventions and their re-planning.
10. To the extent possible, and in good consultation with Partner Administrations, IPs should engage qualified Somali personnel (also from the Diaspora) and mandate them with the implementation as this will build local capacity and facilitate mitigation of challenging circumstances (often caused by security concerns) in programme implementation and monitoring.
11. IPs should adhere to the Code of Conduct, inter alia to:
 - practising a policy of harmonisation (with other IPs) and alignment (of that with local structures)
 - ensure that TA is fully embedded into the Partner Administrations ' policies and implementation programmes
 - respect and support the principles of the OECD DAC for Good International Engagement in Fragile States⁸

⁷ Although hard compromises may have to be made given the severe challenges in the Somali context.

12. Collaboration with Islamic Schools: Wherever feasible, a comprehensive approach should be followed which will embrace and integrate Islamic based education / schooling concepts and support to the education sector. Such collaboration will benefit broader participation in education (at all levels) and raise quality (e.g. through joint teacher training programmes).

2.2 Lessons learned

The main lessons learned as identified by the JSP are:

- A good understanding of a highly dynamic political environment, the ability to analyse and update this and apply the findings to the development agenda is critical, such analysis helps to identify potential entry points and evaluate risks.
- Multi-donor coordination and planning with other partners has proved beneficial in providing a coherent programme that 'speaks with one voice' in a politically sensitive environment.
- Fully functioning state structures are not in place, so innovative and non-traditional avenues have to be explored to build capacity at different levels.
- Community-driven development is and will remain a key mechanism. Capacity building and institutional strengthening will be embedded as a component in all programmes, thus also reinforcing the "governance dividend" approach.
- With donors' financial and human resources limited, focusing on fewer areas and committing to long-term support, provides a greater chance of sustainable outcomes.
- The acute lack of reliable, regular and timely data greatly hampers priority-setting in programming and the monitoring and evaluation of strategic outcomes. A considerable effort needs to be made to establish baselines and develop information systems.
- While remaining flexible, programming and resources have to be committed to a medium to long-term perspective, particularly when developing institutions and providing capacity building.

Drawing on a decade of experience as the largest development donor to Somalia, the EC has come to the conclusion that the following factors are of general relevance for successful implementation and has 'mainstreamed' these as operational principles in all of its interventions:

- Focus on local level: With the consent of the local administrations, beneficiaries have been directly involved in project preparation and implementation and have contributed to cost recovery (cash or kind). This improved targeting of projects has heightened the sense of ownership and positively impacts on sustainability.

⁸ Endorsed by Development Ministers and Heads of Agencies at the High Level Meeting of the Development Assistance Committee (DAC) on 3-4 April 2007 in Paris.

- Institution building: Productive infrastructure will only be used in a sustainable manner if local institutions are involved and strengthened to operate and maintain them. In this regard, cost recovery or at least cost sharing is of fundamental importance⁹.
- Local absorption capacity: Size, complexity and number of projects have respected the local absorption capacity, avoiding to overburden them.
- Implementing partners: For a variety of reasons, implementing partners of the EC sector programme are generally International NGOs or International Organisations. Unlike commercial operators, NGO's are committed to the people of Somalia and ready to pursue interventions in a challenging and risky environment. They have developed a unique understanding of the Somali context and developed valuable partnerships at all levels. Their strength is, however, often concentrated and limited to a specific region. Therefore, where interventions are addressing central issues¹⁰ at the macro level, preference has been given to the UN agencies on the basis of their competitive advantages, particularly their strong regional networks. Alternatively, NGOs have built strategic alliances (consortia) along similar principles (of comparative thematic and/or regional advantages).
- In keeping with the policy of engaging local expertise, international NGOs increasingly have associated local (Somali) NGOs (in the form of sub-contractors or associates)¹¹.
- As emphasized elsewhere in this paper, gender mainstreaming is a priority concern in EC interventions. Indeed, as is often demonstrated through stakeholder assessments, women have become the major stakeholders. As a standard practice, EC project proposals result from intensive field consultations between representatives of the implementing NGO and the future beneficiaries; women are often the most active and outspoken participants in these consultations and they are often the most active partners during project implementation, strengthening their role. However, more needs to be done to raise better participation of female participants in their respective role/function as learners, trainers, head trainers, community agent, regional and central officers to bring about full equity.

2.3 Framework of planning parameters (reference: EC policy guidelines¹²)

Based on the EC sectoral policy and programming guidelines (in the following *referred to in italics*) which are contrasted with the sectoral challenges in Somalia, the following appear to be particularly important strategy / policy priorities:

2.3.1 Provision of financial resources

Total resources for education and training must be increased, in particular for the poorest countries.

⁹ This does not contradict otherwise fully supported policies of school fees abolition, when conditions will allow.

¹⁰ Typical examples are: development and dissemination of curricula including learning/teaching materials.

¹¹ Local NGOs usually do not qualify as eligible partners due to legal provisions related to fiduciary concerns but can be part of an Action as sub-contractors.

¹² European Commission: Communication from the Commission to the Council and the EU Parliament on Education and Training in the context of poverty reduction in developing countries, Brussels 2002: and European Commission: Programming Guidelines for the Education and Training Sector, Brussels 2001.

The same will, gradually, have to apply to the Partner country / central (or zonal) administration, and this will have to be reflected in policy / strategy and in the design of interventions (as well as related advisory services).

Great caution must be observed that the financial assistance does not erode Partner initiatives and budget “sacrifices” which would jeopardise the overriding principle of a (Partner driven) sustainable development

2.3.2 Access to primary/basic education to be improved by *working towards making it compulsory and free*

Presently and in the near future, free (basic) education represents a vision given the dire financial situation of public administrations.

2.3.3 Raising quality levels in the delivery of education and training¹³

Developing countries will have to improve efficiency and quality of their education systems

Also in the case of Somalia with very small education budgets there is need to raise and maintain at least reasonable quality levels. Given the overarching goal of Education for All, improving the quality of teaching and learning bears a potential for conflict. In the pursuit to maximise the increase of access to educational facilities and the income of the teacher (as he/she is paid per child), the consequence is often a tendency to “over flood”¹⁴ existing capacities, specifically through the limited number of classrooms and teachers. The inevitable consequence of such drastic over utilisation of resources is a loss of quality.

(Silent) acceptance of this known problem¹⁵ cannot be considered an acceptable solution. Through policy dialogue with the Partners, a class size limit or clearly defined teacher: student ratio need to be found, which is here suggested around 40 children per teacher / classroom in order to make the promulgated learner centred paradigm a reality in the teaching and learning process. The key argument centres here on the imminent danger that the parents will lose confidence in the new education offerings once they realise that the learning results are not forthcoming and their investments (be they in kind for school rehabilitation / construction, in cash for teacher compensation) in the education of their children are not producing the anticipated returns.

The policy option to address this is to increase and optimise capacity, mainly through better management and utilisation of facilities (e.g. 2-shift systems), expansion of facilities (new constructions, rehabilitations) and increased provision of qualified teachers.

All this will require substantial additional funding, which certainly exceeds the possibilities of the donor(s) and local communities. Therefore, as argued above, there is the need for substantially increasing allocation of funding through the Partners’ central and educational

¹³ The ‘99 World Bank Policy Paper on Education summarises this as: “Access is only the beginning, quality is the key”, p. 28, and emphasises more explicitly the shift towards: “making the quality of teaching and learning the pre-eminent concern rather than being satisfied with increased enrolments”, p. 14.

¹⁴ Up to 120 children in one classroom have been observed.

¹⁵ Teachers may not raise this as a concern since their topping-up is often directly related to the number of children in the class; a going payment is 1USD (range from 0.50 to 3USD) per child in the class.

budgets. It also points at the need to link the educational budgetary issues with technical advisory services at central administration levels (revenue collection, taxation systems etc.) in order to create a basis for long-term funding of social services incl. educational activities at central administration level.

2.3.4 Cross cutting issues

Equality between the sexes

Integration of relevant societal topics such as prevention of endemic diseases HIV/AIDS, peace keeping and reconciliation

Considering the Somali society heavily male dominated, these will be continued to be focal points in all interventions by addressing issues such as:

- Designing relevant curricula and introducing such topics in the classroom through good learning materials and ensuring their appropriate treatment by teacher training
- Giving women a prominent role in all educational materials and promoting choices towards female teacher qualification (to ease identification and ensure positive role models)
- Offering practical training subjects with income generation to reduce female opportunity costs
- Supporting appropriate infrastructure for girls and women (sanitary and sports facilities, dormitories)
- Encouraging female enrolment (as learners and teachers) through affirmative policies and (monetary) incentives (e.g. vouchers, subsidies/exemption of school fees)

Peace contribution

By promoting a culture of peace and making available peace and civic education programmes to all sections of the Somali population and by assisting in the demobilisation of militia and providing literacy, numeracy, life skills incl. vocational training to ex-combatants and unemployed youth, a meaningful contribution to promote peace and stability shall be ensured. This includes initiatives to work towards the abolition of corporal punishment and recruitment of children into militia cadre.

2.3.5 Project / programme development and design

- *Participation in the development of the sector / Mechanism of programme identification*
- *Orientation towards poor target groups.*
- *Participation of education actors and civil society.*

Interventions will have to seek to the most possible extent synergy effects with other donors' interventions. The organisational platform for education sector issues is the education sub-committee of the Somalia aid coordination group (CISS/ ESC) based in Nairobi.

In the field, participation at local level will be continued and intensified with the educational committees which represent a decision making process on all professional issues of the intervention at local level. In order to avoid fragmentation of individual interventions, it is important that a systematic coordination at regional and zonal level is installed. Regular exchange of experience in the implementation of the interventions is to be ensured through regional workshops or other mechanisms, also the zonal education committees.

In the pursuit for improving the impact of the intervention and contributing towards peace building, the design of interventions should consider encouraging joint ventures (or some other form of cooperation) with other initiatives. One area that deserves particular attention is the collaboration with the Qur'anic Schools. (Already now, there exists some solid cooperation in the exchange of curricula, in particular usage of the CEPPE developed textbooks by Qur'anic schools).

Of particular importance in Somalia are the special needs of Nomadic target groups, which would require a flexible approach in bringing the education offer closer to those target groups. Rudimentary experience suggests that intensified teaching in afternoon / weekend classes may fulfil the needs in this segment. However, more empirical experience will be required to formulate conclusive policy, and this will have implications for future Project designs.

Interventions will continue to assist in the development and strengthening of public education institutions in order to focus on those target groups that are at a disadvantage (in economic and social terms). As indicated above, there will be more emphasis on the strengthening and capacity building of central institutions, mirroring the level of stability and degree of development in the Partner's structures. Presently, it will be difficult to support this principle in central Somalia, albeit changes in the development will be closely monitored to ensure swift corresponding measures.

Sector wide (holistic) approach in programme design with consideration of the macro economic and budgetary framework

Based on the observations and experience in Project implementation and in line with the recent international trends there is an increasing shift to be observed in the context of sectoral intervention planning and programming. The new requirement is stated as: "The sector-wide approach in education is the Commission's preferred method to support a sector..."¹⁶ in order to establish a self-sustaining development process at the macro system level.

Furthermore, empirical evidence in education Projects, often designed to create 'islands of excellence' (with the hope that these trigger-off innovative impulses and changes at macro system level) suggests that such expectations have been largely futile. Subsequent analysis supports that such interventions have seldom truly impacted on the development in a countrywide context, particularly in the case of education systems, as these are always, by their nature, directed at countrywide standards (curricula, examination, teacher education etc.)¹⁷.

Given the diverse situation in Somalia and generally weak structures at central / zonal level, a modified approach will be justified, bearing in mind the general recommendations. Summarising the above stated aspects sectoral programming will be based on the following principles:

¹⁶ EU Commission: Education and Training guidelines, *ibid*, p. 16; but this has been qualified: "The s.w. approach should only be envisaged under appropriate circumstances..."*ibid*, p.32; those circumstances have yet to be created in Somalia.

¹⁷ See, for example, Bergmann, H.: Erfolgreiche Ansätze in der Förderung Bildungsförderung- was funktioniert und was nicht laeuft, GTZ, 2002; FTP International: Evaluation of EC support to the education sector, 2002, p. 35.

- All interventions to be extensively discussed with the local administrations and agreed (in writing) by the relevant (preferably the highest) authority in order to facilitate the introduction of reform measures; the same applies to the full involvement of local education committees so that full participation of local Partners is achieved
- Such agreements to reveal Partner contributions (in kind / cash)
- Interventions should have a focus on system building with a clear cut strategy how to achieve this supported by good indicators facilitating monitoring
- Interventions need to be designed as a systemic approach (not as single or multi factor solution or piece meal approach) because the impact and success of an intervention is substantially improved if a number of instruments and approaches are combined; e.g. new curricula will not be applied as long as the teachers are confident in their application and see them as a help (rather than a burden); this will have to be complemented by supporting material development for teachers, workshops, teacher training measures supported by policy advice at the administration level and improved legislation / regulatory frameworks
- Project designs (e.g. as pilot scheme) are not totally excluded but need to demonstrate their contribution to system building within a verifiable strategy; the design must disclose the means how to integrate the innovation into the overall system; Project should not be designed as isolated interventions but as an interlocking system (e.g. pedagogical improvements coupled with institution building measures, policy advisory services etc.)
- To the greatest possible extent, interventions should consider strengthening the Partner administration at the relevant level (central, regional, local)
- It is not sufficient if sustainability is intended; it has to be supported by plausible evidence and verified; where budget constraints on the part of the Partner central administration do not allow full funding, self-sustaining measures have to be planned for so that sufficient funding can be generated by self-sustaining ongoing activities

Monitoring of results

Output and impact orientation

Interventions must consider in their design measures for monitoring of activities vis a vis the planned results, incl. also monitoring of assumptions and risks (in particular because of the generally volatile situation) so that adjusting measures can be timely taken. Process and results of monitoring need to be shared with the Partner administration (as part of the capacity and ownership building process). As much as possible, indicators have to be gender specific in order to facilitate progress monitoring on gender equity.

In recognition of the growing pressure on the legitimacy and rationale of interventions, a shift can be observed towards the need for monitoring of their impact. So far many interventions (and their respective log frame) demonstrate an emphasis on the planning and monitoring of inputs, their evaluations are oriented and limited to the monitoring of these parameters. However, the real and ongoing success of the intervention is depending on how much sustaining change (often in attitudes and behaviour) it has effected. It is true that the identification of good impact monitoring parameters is not an easy task but not impossible.

Their introduction needs to be supported, summarised and disseminated in order to achieve a wider and faster application of this new paradigm.

2.3.6 Strategy and policy priorities

In line with Commission guidelines¹⁸ programmes will be (inter alia):

- directed to assist the Somali people in addressing their aspirations for improving their livelihood by addressing their basic needs at lasting quality levels
- focusing on a more cross-sectoral, holistic approach to achieve a better impact; this will include provision of water and sanitation facilities, education on issues such as: health and sanitation (including HIV/AIDS, FGM), rights of children / civil society, environment protection
- addressing the diversity of needs by achieving a better balanced sub-sector programme structure with the inclusion of secondary education, teacher training, basic life skills, literacy and skills promotion coupled with economic measures
- reflecting the level of development in the regional context and addressing the links between relief, rehabilitation and development- LRRD (flexible regional approach)
- aiming to achieve a balanced allocation across the three regions, pending security considerations allowing access to the regions; regions providing better security levels will usually benefit from the 'peace dividend' policy
- following a systemic approach instead of designing isolated Project interventions, fully involving regional and central administrations in the development and monitoring of the programmes
- seeking cooperation with other related interventions and activities in the respective region; in particular cooperation and collaboration will be sought with other existing (or planned) education initiatives including the Islamic and private schools
- reflecting the degree of achievements in the peace negotiations process
- seeking to promote self - sustaining development
- aiming to bring about full equity of female participation at all levels of the education sector
- based on transparent criteria and procedures in selecting Implementing Partners
- addressing the opportunities to expand the education programme delivery by improved collaboration with private education initiatives

¹⁸ EC: Programming guidelines for the Education and Training sector, 2001. EC: Communication on Education and Training in the context of poverty reduction, 2002.

2.4 Present status of the sector support programme

Sub-sector/ Project/ Programme	Lead IP/ origin/ Partners	Contract value EUR	EC contribution EUR	Duration	Region SL/PL/CS
Basic / Primary Education	Total:	24,191,347	21,595,247		
Enhanced Quality Learning in Somaliland and Puntland	IAS/SWE	793,662	595,247	29/12/2007-28/12/2009 (24months)	SL, PL
Basic education support in Somalia-BESIS; partially relocated to SL due to security	CARE/NL SC(DK) BBC (UK)	4,223,474	3,800,000	01/10/2007 - 31/03/2010 (36 months)	CS/SL
Support to Integrated Basic Education (SIBES)	SC- UK	2,333,333	2,100,000	01/07/2008 - 31/12/2010 (30months)	SL/PL
Accelerated Primary Education Support (APES)	NRC/BE SC (DK), Concern Worldwide (UK)	6,888,889	6,200,000	15/10/2009 - 14/10/2012 (36months)	SL/PL/CS (Banadir, Lower Shabelle, Hiran)
Expanded participation in Basic Education (EPIBE)	ADRA (GER) Relief International (UK)	3,396,434	3,000,000	15/11/2009-14/11/2012 (36 months)	SL/PL/ CS (Bay, Bakool, Hiran)
Strengthening Capacity Of Teacher Training- Primary + Secondary education (SCOTTPS)	SC (Alliance) ADRA(GER), CARE (NL), Diakonia (SW), NRC (BE)	6,555,555	5,900,000	02/11/2009 - 01/11/2012 (36 months)	SL/PL/CS (Banadir, Hiran)
Secondary Education	Total:	6,328,889	5,700,000		
Strengthening of Secondary Education and Teacher Training (SOSETT)	AET- UK DRC (DK)	1,888,889	1,700,000	01/07/2008 - 05/02/2011 (31 months)	SL/PL
Strengthening Access + Participation in Secondary Education (SAPIS)	AET - UK DRC (DK) Diakonia (SW)	4,440,000	4,000,000	09/10/2009 - 08/10/2012 (36 months)	SL/PL/CS
Vocational and Literacy Training/ Skills Development	Total:	6,261,924	5,492,000		

Skills Training for Employment Opportunities (STEO)	SC- DK CARE(N L), CISP (IT)	2,222,222	2,000,000	01/08/2008 - 02/01/2011 (29 months)	SL/PL/CS
Vocational Education and Training for Accelerated Promotion of Employment (VETAPE)	SC- DK CARE(N L), CISP (IT)	3,249,186	2,900,000	02/11/2009 - 01/11/2012 (36 months)	SL/PL/CS
Strengthening Non-State Actors in Non-Formal Education	CARITAS LU	790,516	592,000	20/12/2008 - 19/12/2011 (36 months)	SL
Higher Education + Capacity Development	Total:	7,782,810	7,000,000		
Networking of HE and Capacity Development (NHECD)	CfBT - UK	1,111,111	1,000,000	01/08/2008 - 31/12/2010 (29 months)	SL/PL/CS
Somali Higher Education Regional Networking (SHERNet)	Kenyatta University (KU)- Nairobi University	1,109,668	1,000,000	09/06/2010- 08/12/2012 (30 months)	SL/PL/CS
Integrated Capacity Development for Somali Education Administrations (ICDSEA)	UNICEF, CfBT (UK), AET (UK)	5,562,031	5,000,000	15/02/2010 - 14/02/2013 (36 months)	SL/PL/CS
All sub-sectors:		44,564,970	39,787,247		

19

3. Objectives and outcomes

3.1 Longer-term objectives

Education interventions are by their very nature longer-term interventions if they are to have a lasting impact. Based on the principles developed above the following recommendations shall serve as an orientation framework for sub-sectoral allocations for a period of the forthcoming decade:

1. Following the Dakar Education for All Forum (4/200) and the Millennium Development Goals, which reaffirmed and broadened the international community's commitment to universal compulsory participation in primary education, it is aspired

¹⁹ As of 1st December 2010 the contingencies in the Financing Agreement (CRIS ref. 021 034) have been depleted and applied to existing programmes (by way of separate but harmonised contracts) (contracts presently in circuit):

- Teacher Training: SCOTPS EUR EUR 600,000
- Skills development / livelihoods: VETAPE, EUR 700,000
- Higher Education (regional) networking: SHERNet, EUR 600,000

In addition, a budget line project (Investing in People) will be contracted by 1st December 2010 to support vocational training and improving livelihoods by app. EUR 1.6 million.

that all children (boys and girls) of Somalia shall be enrolled in primary education institutions applying generally accepted quality standards.

2. At least 50% of the Somali population, equally of both genders, with a preference to the younger target groups, have successfully passed basic education²⁰ measures and shall be functionally literate and equipped with other relevant life skills.
3. Structural instruments for education strategy and policy development are in place and applied
4. Sufficient funding for the provision of quality education services at all sub-sectoral levels, in all regions is provided by combined efforts (local and international)
5. Youth unemployment is substantially reduced, by at least 50%, equally for both genders
6. Quality and relevance (vis a vis employment opportunities) of secondary and tertiary education offerings are improved and networks (national and international) have been established
7. Early childhood education shall receive its due recognition and appreciation in education policy; pilot projects will have been introduced.
8. Sufficient capacity has been created to address the urgent needs of war traumatised and mentally handicapped young individuals to support their full (re-) integration into general education paths.

3.2 First tranche of EDF 10 Education sector Assistance programme (2009-2011)²¹

Overall objective: Development of a sustainable, cohesive education system providing relevant services to the entire population.

Purpose: Increased participation in non-formal and formal quality education and training, with particular focus on girls/women is achieved.

Expected results and core activities

Result 1: Capacity of the partner administrations at all levels strengthened

Technical Assistance and other activities to support development of policy, planning and M+E systems in the three administrations; designing a strategic plan through a consultative, partner oriented approach; reviewing language policy. Activities will build on previous experiences and will complement other DPs' support in this segment to achieve full synergies.

Result 2: Equitable access to relevant education and training expanded

- **Primary and Secondary education**

In general, the EC assistance to the education sector development will continue to boost access and retention in primary (including basic²²) education as well as secondary education.

²⁰ Def.: B.E. as such embraces formal primary education but also covers all the skills, knowledge, attitudes, values and motives considered necessary for an individual to fully master the skills of reading and writing and to lay the necessary foundations for embarking on a voyage of lifelong learning. B.E. can be dispensed by means of both formal and informal resources and institutions. see: EC: Edu. and Train. In the context of poverty reduction ... , ibid. p. 22.

²¹ The programme is expected to become operational, following a Cfp, by 6/2009.

²² Basic Education embraces formal primary education but also covers all the skills, knowledge, attitudes, values and motives considered necessary for an individual to fully master the skills of reading and writing and to lay the necessary

Gender-affirmative action for girls including school fee subsidies; specific constructions (learning environment, conducive sanitary facilities, etc.) will continue to be a priority of the forthcoming EDF 10 Sector Assistance programme. The best modalities will have to be identified following further exchange of experiences with Implementing Partners.

The options of gender affirmative support include: girls only primary schools, girls only classes in secondary education; reduced/ subsidised school fees for disadvantaged girls (about 3,500 in total in the trial period); conditional cash transfers/vouchers to girls. These will be complemented by pedagogical work such as: reviewing curricula, strengthening Educational Development Centres (or similar institutions), gender specific/sensitising training for teachers (see details below, R 3).

- **Non-Formal/ basic education**

Improved provision and coordination of adult basic education (ABE) and linkages with formal education system; construction of gender-segregated latrines and provision of access to water; supporting policy development enabling vulnerable target groups equitable access to education services.

- **Technical and Vocational Education and Training (TVET)**

Strengthening TVET management and policy development (at the MoEs), training technical instructors for upgraded TVET system; creating linkages with other Ministries and the private sector to identify employment opportunities and corresponding relevant training; expansion of relevant basic skills training, ensuring that over 50% of graduates find gainful employment. Close collaboration with the employment system and increased efficiency of employment services (attached to the training providers) will facilitate achieving better placement rates.

- **Higher education**

Creation of a Higher Education Commission, facilitation of national, regional and international networking of (H.E.) institutions; provision of scholarships to female students.

Result 3: Pedagogical skills of teachers improved

- **Key focus on pedagogical skills in three sectors**

In line with the overall priorities for support, the key focus will be on the basic/primary, secondary education and TVET sub-sectors. The prime concern relates to the acquisition of pedagogical skills, i.e. achieving competencies, verified in concrete classroom interactions (as opposed to the mere attainment of formal qualifications). In addition, measures will be taken to secure continued learning (refresher and advanced courses) and integrate these into a larger system of continuous professional development. The details will be designed as part of the TORs for the TAs who will be working with the relevant MoEs.

- **Part-time diploma courses for untrained (secondary school) teachers**

In order to support the increased need for qualified secondary school teachers when expanding secondary education, this activity addresses the need for part-time diploma

foundations for embarking on a voyage of lifelong learning. Basic education can be dispensed by means of both formal and informal resources and institutions; see: EC: Communication on Education and Training in the context of poverty reduction, Brussels 2001.

courses for untrained teachers. The EC can utilise previous experiences in related projects (particularly SISED and SOSETT²³) which could be expanded and enriched by experiences from the SCOTT²⁴ project in the primary education sector.

- **University “Centre of Excellence”**

Parallel to the part-time diploma courses (indicated above), it is intended to also strengthen the pre-service training, however with the focus of one specific university. A decision has yet to be made which University should be selected for acting as a “Centre of Excellence” (and will consider information exchange with other leading Implementing and Development Partners). This will be open to applications from interested universities in Somalia, which however should demonstrate established cooperation links with other universities across zonal boundaries. In addition, previous cooperation with the EC on a number of projects will inform the decision process. By channelling resources to one specific university, an optimisation of investment will be achieved which could also attract students from across the zones into one University. Linking such development to an overall University cooperation could indeed contribute to strengthened cooperation across the three zones, even outside the mere educational realm.

4. Annex

Logframe for EDF 10 financed Education Sector Support Programme

²³ SISED: Support to Integrated Secondary Education Development; SOSETT: Strengthening Of Secondary Education and Teacher Training)

²⁴ SCOTT: Strengthening Capacity Of Teacher Training (primary education)

LOGFRAME	Intervention: EC Support to the Education Sector in Somalia Country: Somalia	Programme period: 2009-2011 (3 years) Prepared: May 2008	
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS <i>(All indicators below will include a focus on gender and the representation of learners with special educational needs)</i>	MEANS VERIFICATION	OF IMPORTANT ASSUMPTIONS
<i>Results</i>			

LOGFRAME	Intervention: EC Support to the Education Sector in Somalia Country: Somalia	Programme period: 2009-2011 (3 years) Prepared: May 2008	
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS <i>(All indicators below will include a focus on gender and the representation of learners with special educational needs)</i>	MEANS VERIFICATION	OF IMPORTANT ASSUMPTIONS
<i>Results</i>			
1. Capacity of the partner administrations at all levels strengthened.	<p><u>Process indicators:</u></p> <p>IR 1.1 One common and unified database available for all departments in the MoE in the Zones.</p> <p>IR 1.2 There are job descriptions available for every function.</p> <p>IR 1.3 Institutional structures have been developed and agreed upon and harmonised between the Zones.</p> <p>IR 1.4 A comprehensive M+E system is adopted by the MoEs in the Zones, Regions and Districts.</p> <p>IR 1.5 Availability of reliable unified information and expenditure.</p> <p>IR 1.6 Key educational policies (including language policy, textbook policy, curriculum harmonisation policy, educational standards policy) have been adopted.</p> <p><u>Outcome indicators:</u></p> <p>IR 1.7 Use of resources is rationalised according to agreed-upon procedures for utilising studies, database and information systems in planning.</p> <p>IR 1.8 Budget increasingly linked to educational planning and subsequently increased by at least 40% by 2011.</p> <p>IR 1.9 Percentage of qualified technical staff according to job description increased from 50% in 2009 to 70% in 2011, with an increased female proportion of at least 30%.</p> <p>IR 1.10 Procedures for implementing projects have been harmonised</p>	<ul style="list-style-type: none"> • DG reports • Planning Department • Departments of each sub-sector • Ministry of Finance reports • EMIS/MIS • Surveys and reports • Supervisors' reports • Reports from institutions • Sub-sector assessment processes • Sub-sector reports 	<ul style="list-style-type: none"> • Deployed TAs to the Zones cooperate closely on the development of a harmonised approach across the 3 Zones • Already deployed TA (Strategic Partnership Dfid/UNICEF) operates according to discussed job descriptions in order to avoid duplication

LOGFRAME	Intervention: EC Support to the Education Sector in Somalia Country: Somalia	Programme period: 2009-2011 (3 years) Prepared: May 2008		
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS <i>(All indicators below will include a focus on gender and the representation of learners with special educational needs)</i>		MEANS VERIFICATION	OF IMPORTANT ASSUMPTIONS
Results				
2. Equitable access to relevant education and training expanded.	IR 2.1 Admission rate in 1 st year at each sub-sector continuously increases by at least 5% per year. IR 2.2 Gross enrolment ratio (GER) in primary education continuously increases by at least 5% per year. IR 2.3 Student survival rate (Grade 4, 10 and 12) continuously increases by at least 10% per year. IR 2.4 Proportion of expenditure in education as a total of total Government expenditure increased from 5% in 2009 to 10% by 2011. (depending on MoE) IR 2.5 Curriculum framework (both contents and methods) reflect the educational needs of Somali society and their respective appropriate teaching and learning methods by the end of 2011. IR 2.6 Students' performance in up to three selected subjects (relating to the sub-sector) increased by at least 10% in 2011. IR 2.7 By 2011, 80% of learners in the lower basic stage can explain and apply at least five different basic life skills (including health issues). IR 2.8 Percentage of schools with access to gender-segregated latrines and water increased to at least 75% in 2011. IR 2.9 Percentage of qualified teaching staff according to MoE criteria increased from 50% in 2009 to 70% in 2011. IR 2.10 Performance tests carried out for all levels of the education system at a yearly increase of 10% (taking 2009 as Index=100).	<ul style="list-style-type: none"> • EMIS/MIS • Surveys and studies • Supervisor's reports • Reports from institutions • Sub-sector assessment processes • Sub-sector reports • Reports on field visits by Planning Department • Reports from MoE departments 	<ul style="list-style-type: none"> • Supervisors' ("Inspectors'") role redefined and services restructured so that they can accommodate the needs for M+E according to the Plan • Textbook policy and language policy in place to support materials production activities 	

LOGFRAME	Intervention: EC Support to the Education Sector in Somalia Country: Somalia	Programme period: 2009-2011 (3 years) Prepared: May 2008	
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS VERIFICATION	OF IMPORTANT ASSUMPTIONS
<i>Results</i>	<i>(All indicators below will include a focus on gender and the representation of learners with special educational needs)</i>		
3. Pedagogical skills of teachers improved.	<p>IR 3.1 With effect from 8 months after residential training, at least 80% of SCOTT student teachers and newly trained TVET instructors are able to successfully apply key elements of skills and knowledge contained in the training/learning materials, and are rated by inspectors (supervisors), mentors or school-based experienced teachers (head teachers) as satisfactory with respect to professional competencies e.g. lesson planning, lesson presentation and class management in contexts involving at least 2 teaching subjects (in the case of SCOTT students, other than Somali, Arabic or Islamic Studies).</p> <p>IR 3.2 By the end of 2011, 80% of (i) qualified primary school teachers having undergone continuous professional development courses and (ii) unqualified secondary school teachers having taken part-time diploma courses are considered by inspectors (supervisors), mentors or school-based experienced teachers (head teachers) as having improved on their professional knowledge in at least three specifically mentioned areas of competency.</p> <p>IR 3.3 By the end of 2011, “Centre of Excellence” graduates from secondary education pre-service training at one selected university are assessed at least 20% higher with respect to professional competencies e.g. lesson planning, lesson presentation and class management in contexts involving at least 2 teaching subjects, when compared to teachers already in service.</p>	<ul style="list-style-type: none"> • Independent surveys • Supervisors' reports • Reports from institutions • Sub-sector assessment processes • Sub-sector reports • University reports 	<ul style="list-style-type: none"> • Agreement can be reached on one university to be nominated as a “Centre of Excellence”