



FEDERAL GOVERNMENT OF SOMALIA

MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION

Education Sector Program Implementation Grant / Additional
Maximum Country Allocation (2020-2022)

Program Document

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Supported by:



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List of Abbreviations

CEC	Community Education Committee
DEO	District Education Officer
ECCE	Early Childhood Care and Education services
EDG	Education Donors Group
ESA	Education Sector Analysis
EMIS	Education Management Information System
ESC	Education Sector Committee
ESPIG	Education Sector Program Implementation Grant
ESSP	Education Sector Strategic Plan
FGS	Federal Government of Somalia
FMS	Federal Member States
FCRM	Feedback and Complaint Response Mechanism
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
IDP	Internally displaced persons
JRES	Joint Review of the Education Sector
MCA	Maximum Country Allocation
MLA	Minimum Learning Achievement
MOE	Ministry of Education
MOECHE	Ministry of Education, Culture and Higher Education
MOF	Ministry of Finance
MDA	Ministries, Departments and Agencies
NDP	National Development Plan
PMC	Program Management Committee
PMU	Program Management Unit
PSC	Program Steering Committee
PFM	Public Financial Management
QAO	Quality Assurance Officer
QBM	Quality benchmark monitoring
QLE	Quality Learning Environment
RCRF	Recurrent Cost and Reform
REO	Regional Education Officer
SC	Save the Children
SFMIS	Somalia Financial Management Integrated System
TOC	Theory of Change
TPM	Third Party Monitoring

TSA

Treasury Single Account

TVET

Technical and vocational education and training

1. Program Summary

Program name	Education Sector Program Implementation Grant – Maximum Country Allocation (MCA)
Country	Federal Republic of Somalia
Donor	Global Partnership for Education (GPE)
Program location	Galmudug, Hirshabelle, Southwest, Jubbaland and Benadir
Program objectives	<p>Objective: Increased capacity of the education system to expand equitable access to quality early childhood and primary education services in Southern and Central States in Somalia.</p> <p>Program Components:</p> <ol style="list-style-type: none"> 1. Improving the quality of and access to early childhood education services. 2. Increasing the equitable access to quality primary education. 3. Enhancing the quality of education and children’s’ learning outcomes. 4. Strengthening the education system at the federal and member state level for improved service delivery.
Program value	USD 20 million
Implementing partner	<p>Save the Children Federal Government of Somalia’s Ministry of Education, Culture and Higher Education Galmudug Ministry of Education South West Ministry of Education Hirshabelle Ministry of Education Jubbaland Ministry of Education</p>
Sector	Education
Program implementation period	30 months (01 June 2020- 31 December 2022)
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2. Introduction

The Global Partnership for Education (GPE) approved the Federal Government of Somalia (FGS) as a partner country in 2012. The first GPE funding allocation for Somalia was a total of USD 14.5 million for the period of 2013 – 2016 with UNICEF as the Grant Agent. In August 2018, the FGS applied for the Education Sector Program Implementation Grant (ESPIG) and the GPE Board of Directors approved USD 17.9 million with CARE as the Grant Agent (Concern Worldwide as subcontractor). In August 2018, the GPE Board of Directors also allocated an additional Maximum Country Allocation (MCA) grant totaling USD 51.8 million to Somalia. FGS (including Benadir, Galmudug, Hirshabelle, Jubbaland and South West) received USD 27.95 million as part of the MCA based on the proportions of the previous allocation formula. Overall, the total GPE funding for the Somali education sector is USD 84.18 million (\$45.85mil FGS, \$24.9mil Somaliland, \$14.43mil Puntland) for the period of 2018 – 2022.

In response to the additional MCA allocation, the FGS Ministry of Education, Culture and Higher Education (MOECHE) developed a scoping note, giving guidance on the priority areas for which to use the MCA funding. The MOECHE scoping note stated the additional MCA is to (a) expand the ongoing ESPIG program activities; and (b) additional activities that complement the ongoing ESPIG and contribute to the wider education sector priorities. CARE (and subcontractor Concern) received USD 7.95million from the MCA to expand the ongoing ESPIG program activities. Save the Children (SC) as Grant Agent received the remaining USD 20 million MCA allocation to implement additional activities that complement the ongoing ESPIG and contribute to the wider education sector priorities.

The MCA priority areas as per the MOECHE scoping note are as follows:

1. Construct and rehabilitate learning facilities (including WASH facilities, staff rooms and provision of appropriate school furniture).
2. Strengthen the capacity to manage and deliver early childhood care and education services.
3. Strengthen teacher training and management systems.
4. Strengthen national learning assessments for primary and secondary education.
5. Rehabilitate and equip the curriculum-printing centre.

This program document is largely based on the MOECHE scoping note and has been prepared as part of the MCA application package for the FGS. Across the program document, “ESPIG” refers to the CARE-managed USD 17.9 million GPE ESPIG grant inclusive of the recently awarded USD 7.95 million additional MCA (total USD 25.8 million CARE-managed), while “MCA” refers to the Save the Children-managed USD 20 million additional MCA grant.

3. Program Context

National Context

The Somali Government collapsed in 1991 and since then the country experienced varying degrees of instability and conflict. All sectors in the country have been adversely affected by more than two decades of instability. The Somali provisional constitution was endorsed in 2012 marking Somalia's slow transition and start of recovery. Since 2012, the country has witnessed a marked shift in the political landscape with the formation of the Federal Member States (FMS): Jubbaland State, South West State, Hirshabelle State, Galmudug State and Benadir Regional Administration. Together with Puntland State and Somaliland, these four Federal Member States and Benadir Regional Administration, make up Somalia's political landscape.

The Population Estimation Survey (2014) approximated the Somali population at 12.3 million¹, with gender evenly distributed at 50.7% and 49.3% for males and females, respectively. Approximately 42% of the total population live in urban areas compared to 23% living in rural areas while the nomadic population constitutes 26% and internally displaced persons (IDPs) make up 9% of the population. The bulk of the Somali population is young with just under half (45%) being under the age of 15 years. Three quarters (75%) of the population is under 30 years and 81.5% are under 35 years old². Other recent estimates put Somalia's total population at 15 million³.

Economic recovery has been slow in Somalia due to a range of factors including the limited financial resources, poor infrastructure and poor security. Since 2012, the Somali Government embarked on reforming and reconstructing the core laws, regulations and policies for taxation and management of public spending. Somalia maintains an informal economy based on livestock, remittances, and telecommunications. Agriculture and livestock are the two most important sectors accounting for 40% of the Gross Domestic Product (GDP) and more than 50% of export earnings. Poverty is pervasive across Somalia with the incident of poverty estimated at 69%. Poverty rates are higher among IDPs, rural, and nomadic populations. Approximately one fifth of Somali households receive remittances⁴.

The humanitarian situation remains fragile and the country continues to suffer from recurrent humanitarian crises linked to cyclical climate shocks, conflict and violence. As large parts of the population depend on agriculture, livestock and fisheries, climate related shocks leading to droughts and floods significantly affect their lives⁵. Climatic shocks combined with insecurity have made 6.3 million Somalis (nearly half of the population) food insecure.

¹ UNFPA, 2014. Population Estimation Survey for the 18 pre-war regions of Somalia.

² UNFPA, 2014. Population Estimation Survey for the 18 pre-war regions of Somalia.

³ The World Bank Group, 2019. Somalia Economic Update. Available at: <http://documents.worldbank.org/curated/en/811231567610111001/pdf/Somalia-Economic-Update-Fourth-Edition-Building-Education-to-Boost-Human-Capital.pdf>.

⁴ The World Bank Group, 2019. Somalia Economic Update. Available at: <http://documents.worldbank.org/curated/en/811231567610111001/pdf/Somalia-Economic-Update-Fourth-Edition-Building-Education-to-Boost-Human-Capital.pdf>.

⁵ OCHA, 2019. Humanitarian Needs Overview.

The FGS has launched the ninth Somalia National Development Plan (NDP-9) covering the period of 2020 to 2024. The NDP-9 builds on the achievements of the NDP-8 and focuses on poverty reduction. The NDP-9 includes a detailed poverty analysis and priorities are split across inclusive politics, security and rule of law, economic development, social development and macroeconomic and fiscal framework.

Education Sector Context

The FGS Education Statistics Yearbook (2018/2019) indicates the Gross Enrolment Rate (GER) for primary is 23% while the GER for secondary education is 17% across the four FMS and Benadir⁶. Approximately 35% of primary teachers are qualified and the pupil teacher ratio is 35:1. The survival rate to Grade 5 is at 67%. The Gender Parity index for primary is 0.91 and female teachers only make up 15% of primary teachers. Urban enrolment in primary/secondary represents 97% of the enrolment captured in the Education Management Information System (EMIS) data, indicating that most of the education facilities are concentrated in urban areas and/or that data is not reported/captured from rural areas due to lack of accessibility. Approximately 24% of primary and secondary students are enrolled in government-managed schools while 76% of students are enrolled in schools managed by the community, non-governmental organizations (NGOs) and the private sector⁷.

The education sector is managed by the FGS MOECHE, who is responsible for the overall guidance and administration of education in Somalia. At the FMS level, the education sector is managed under the state ministries of education in each FMS. The education sector continues to evolve and in 2016, the FGS MOECHE signed a Cooperation Framework and Memorandum of Understanding with the FMS MOEs to provide a collaboration platform between the FGS and FMS. In addition to the FGS and FMS MOEs, management of the education sector is also divided between the public, community and the private sector often resulting in a fragmented education sector with inconsistent quality standards.

The draft National Education Act forms the basis for the sector's legal framework and the MOECHE developed the following key policy documents to guide the sector: National education policy; national education curriculum framework (2017); teacher education and training policy (draft); human resource policy manual (2015); gender policy (2016); TVET policy (draft); NFE policy (draft); special needs education policy and education in emergencies policy (draft). The education sector also operates within the wider government legislative framework that includes the National Public Procurement Act, Concessions and Disposal Act, the Public Financial Management Act and the Civil Service Law.

The Education Sector Strategic Plan (ESSP) 2018-2020⁸ sets out the Governments goals and objectives for the Somali education sector. The priorities highlighted in the ESSP are:

- Ensure education contributes to peacebuilding and state-building processes.
- Support learners and strengthen societal resilience among communities affected by natural disasters and conflict.

⁶ FGS MOECHE, 2019. Education Statistics Yearbook 2018/2019.

⁷ FGS MOECHE, 2019. Education Statistics Yearbook 2018/2019.

⁸ FGS MOECHE. Somali Education Sector Strategic Plan (2018-2020). Available at: https://www.globalpartnership.org/sites/default/files/federal_government_of_somalia_essp.pdf.

- Continue expanding access to education for children, adolescents and youth, especially those from marginalised communities such as pastoralists, IDPs, and the urban poor.
- Improve the quality of learning outcomes, especially at early grade levels, and to ensure the market relevance of learning opportunities.
- Strengthen the market relevance of learning for both formal and informal market opportunities.
- Strengthen management capacities and systems at federal and state levels, including improving fiduciary mechanisms and increasing budget allocations to the education sector.

The ESSP draws on the main findings in the Education Sector Analysis (ESA) and the main priorities are set across the subsectors of education in emergencies, early childhood care and education, primary education, secondary education, alternative basic education, technical and vocational education and training (TVET) and higher education.

The main coordinating body for the education sector is the Education Sector Committee (ESC). The ESC is a platform for information sharing and coordination of education partners to avoid duplication of efforts in terms of technical and financial inputs. Monthly ESC coordination meetings are chaired by the MOECHE and co-chaired by UNICEF. The members of the ESC are from the MOECHE, relevant line ministries, bilateral and multilateral organisations, international and local non-governmental organisations active in the education sector. The ESC plays an important role in increasing the transparency and mutual accountability among all education partners as well as providing a key oversight role in the implementation and monitoring of the ESSP. Due to security restrictions, it remains difficult for certain international agencies to be present at the ESC meetings in Mogadishu. To compensate, a Nairobi-based Education Donors Group (EDG) assures donor coordination. EDG members in Nairobi include EU (Coordinating Agency), USAID, World Bank, Canada, and Norway. DFID, UNICEF and Education Cannot Wait participate remotely. At the request of the Coordinating Agency, the GPE Secretariat exceptionally participates in EDG meetings remotely or in person where possible.

The Joint Review of the Education Sector (JRES) is an annual forum where all education stakeholders meet to: (a) assess the overall implementation of sector targets and verify achievements against established ESSP indicators; (b) identify unmet targets/variances, lessons learned and recommendations to be integrated in the action plan for the coming year; (c) examine budget execution of the sector and engage in discussions on sector investment needs; and (d) review coordination levels of various actors in the education sector. The fifth JRES took place on 9th – 10th July 2019 in Mogadishu and covered the ESSP implementation period of June 2018 to June 2019.

The building blocks of this program document are the Education Sector Analysis (2017), ESSP (2018-2020), JRES (2019) and the ongoing ESPIG (2018-2021).

Domestic Financing and Country Systems

Since 2012, the FGS has embarked on a set of ambitious financial reforms. As a result, the FGS national budget has grown significantly from USD 35 million in 2012 to USD 469,545,412 million in 2020. However, despite the progress, recurrent costs (personnel spending) accounted for 50% of the FGS spending in

2018, while capital projects only accounted for 4% of the budget. FGS transfer to FMS increased from 9% in 2017 to 11% in 2018⁹. FGS revenue from taxes and other domestic sources grew by 29% in 2018 and the government continues important tax reforms to help diversify its tax base from its heavy reliance on customs duties and trade taxes. Overall, the education sector spending has remained below the set targets. The National Development Plan (2017-2019) set to achieve a target of 12% for the education sector by 2019; however, this has not been achieved. The allocation to the education sector in the national budget has fluctuated over the years from 4.7% in 2016 to 2.4% in 2017, 4.2% in 2018 and 4.9% in 2019. The dip in 2017 was largely due to diversion of funds to tackle the severe drought that led to large-scale food insecurity affecting more than six million people. The actual expenditure across the education sector was much lower than the allocated percentages, at 1.5% in 2017, 2.7% in 2018 and 4.5% in 2019.

The 2020 allocation to the education sector is at USD 21,009,576.00 representing an increase of 28% compared to the 2019 figures of USD 16,865,782.00. While the 2020 education allocation increased in absolute values, however it decreased as a share of the national budget from 4.9% in 2019 to 4.4% in 2020. In addition to domestic financing, the education sector receives large funding from international partners, however partner support to the sector is difficult to quantify, as reliable figures are not available.

The Ministry of Finance (MOF) currently uses an annual based budget; however, there are efforts to establish a Medium-Term Expenditure Framework in 2020 for five pilot ministries (including MOECHE). The ongoing CARE-implemented ESPIG uses the project approach to implement 80% of the program while 20% of the funds are channeled through the country's public procurement and financial systems. Approximately USD 5,115,259 (20% of total CARE implemented ESPIG) is transferred to the Treasury Single Account (TSA) held by the MOF and the funds are clearly indicated in the national budget. The national budget is classified into administrative and functional classifications and the ESPIG funds are reflected in the national budget based on that. The national budget calendar starts in July each year and has the following steps:

- The MOF circulates budget call circular to the Ministries, Departments and Agencies (MDA).
- Submission of MDA budget estimates and proposal.
- Budget consultative workshops (citizens).
- Budget hearings between MOF and MDAs.
- Preparation of draft budget estimates.
- Presentation of draft budget to Council of Ministers.
- Finalisation of budget estimates and appropriation bill.
- Presentation of draft budget to the Parliament.
- Presentation of budget speech to the Parliament.
- Signing of appropriation act into law by the President.
- Capture approved budget in to the Somalia Financial Management Integrated System (SFMIS).

⁹ The World Bank Group, 2019. Somalia Economic Update. Available at: <http://documents.worldbank.org/curated/en/811231567610111001/pdf/Somalia-Economic-Update-Fourth-Edition-Building-Education-to-Boost-Human-Capital.pdf>

Each year by December, all the above steps are finalized and the budget is officially approved by Parliament before the end of December. In addition, the national budget is updated between June and July each year by submitting supplementary budgets to the Parliament for approval.

4. Program Design

The GPE funded MCA program is designed to support the implementation of the Somali Government's ESSP (2018-2020). The MCA program directly contributes to implementing key priority areas identified in the ESSP specifically focusing on the ESSP targets set for early childhood care and education services (ECCE) and primary education subsectors. Four key components include:

1. Improving the quality of and access to early childhood care and education services.
2. Increasing the equitable access to quality primary education.
3. Enhancing the quality of education and children's learning outcomes.
4. Strengthening the education system at the federal and member state level for improved service delivery.

The MCA program has been designed to build on the ongoing ESPIG implemented by CARE (and subcontractor Concern Worldwide). Both programs are interlinked, contributing to the overarching objectives of (a) improving equitable access to education; (b) improving the quality of education outcomes for all Somali children; and (c) strengthening the education system capacity for better service delivery.

In the area of increasing access to and improving the quality of primary education, the ongoing ESPIG targets a set of schools with an integrated set of interventions whose impact can be evaluated at the end of program implementation. The integrated interventions targeting both access and quality of primary education under the ongoing ESPIG are: (a) provision of school capitation grants to 690 schools; (b) strengthening of community education committees (CECs); (c) distribution of 1,040,000 primary Grade 1-8 textbooks to nearly 950 primary schools; (d) tailored in-service teacher training for 2,000 teachers at the target 690 schools receiving capitation grants; (e) quarterly supervisory visits to 1,000 schools; and (f) early grade Minimum Learning Achievement (MLA) assessment at the target 690 schools. The schools support package provided by the ongoing ESPIG will be further expanded and complemented by the MCA through: (a) expansion of the target schools infrastructure through the construction of 400 new classrooms, rehabilitation of 300 classrooms and constructing/rehabilitating WASH facilities in the target schools receiving capitation grants; (b) tailored training for 690 head teachers in the schools receiving capitation grants; (c) construction of 50 school libraries in the target schools; (d) reviewing and updating the content of Grade 1-8 textbooks; and (e) establishing national learning assessment systems and conducting Grade 8 primary examinations. This integrated set of interventions contribute to achieving Priority Objective 3.1 (expanding access to equitable free primary education) and Priority Objective 3.2 (increasing the quality of learning outcomes in primary education) in the ESSP.

In addition to primary education, the MCA program also targets early childhood care and education services in response to Priority Objective 2.1 (strengthening government organizational capacity to manage and deliver ECCE services) and Priority Objective 2.2 (increasing access to early childhood

education) in the ESSP. The MCA program will (a) develop institutional structures at the MOECHE and FMS MOEs for the management of the ECCE subsector; (b) establish coordination mechanisms between the Ministries of Religious Affairs and Ministries of Education at FGS and FMS levels; (c) increase awareness at the community level on the role of ECCE in children’s development increasing parent’s involvement and support for ECCE subsector; (d) address quality of the subsector through the development of an integrated Quranic-ECCE curriculum and training of 50 Quranic teachers; and (e) increase the availability of learning facilities through constructing 50 ECCE hubs within existing traditional Quranic schools. The MCA interventions will ensure that relevant ECCE services are available for Somali children and thus result in increased equitable access to quality ECCE.

For systems building, the ongoing ESPIG contributes to education systems development by strengthening the EMIS. Governments can collect and utilize reliable education data to inform planning, budgeting and policy implementation processes. The MCA complements this by increasing the institutional capacity of the MOECHE and FMS MOEs by establishing core functions and improving human resources management. The ESPIG and MCA programs coupled will result in increasing the capacity of the education system at the school level, district level, regional level, state level and FGS level. The MCA program components have also been designed to leverage other donor and domestic government investment in the wider education sector thereby creating mutually reinforcing synergies that support the achievement of the priorities of the ESSP. Table 1 outlines the linkage between the ESSP priority areas, ESPIG and MCA program interventions.

Table 1. ESSP priority areas, ESPIG and MCA interventions

ESSP priority area	ESPIG interventions	MCA interventions
<p>Priority Objective 2.1: Strengthen organizational capacity of MOECHE to manage and deliver ECCE services.</p> <p>Priority Objective 2.2: Increase access to early childhood education by improving and expanding infrastructure and availability of learning materials.</p>	-	<ul style="list-style-type: none"> ▪ ECCE subsector coordination mechanisms established. ▪ MOECHE and FMS MOEs structures and policies for ECCE regulation and management are established. ▪ Integrated ECCE curriculum developed and endorsed. ▪ Fifty Quranic educators trained to deliver integrated Quranic/ECCE classes. ▪ Fifty ECCE learning spaces/hubs constructed within traditional Quranic schools.

<p>Priority Objective 3.1: Expand equitable access to free primary education.</p>	<ul style="list-style-type: none"> ▪ School capitation grants provided to 690 schools to increase access for out-of-school children. ▪ CEC policy framework and harmonised training package developed. ▪ Regular school monitoring supported by 690 trained CECs. ▪ District and school-level dialogues on school safety conducted in 60 districts. 	<ul style="list-style-type: none"> ▪ Four hundred new classrooms constructed. ▪ Three hundred classrooms rehabilitated. ▪ WASH facilities constructed/rehabilitated in 300 schools. ▪ Baseline data on special needs children established. ▪ Provide equipment and assistive devices to special needs children in 690 schools.
<p>Priority Objective 3.2: Increase the quality of learning outcomes in primary education.</p>	<ul style="list-style-type: none"> ▪ National teacher’s policy finalised and approved. ▪ Construction of three teacher-training institutes. ▪ Pre-service training for 240 teachers. ▪ In-service training for 2,000 teachers. ▪ Distribute 1,040,000 textbooks and associated teacher guides. ▪ Conduct two national rounds of MLA (EGRA/EGMA) learning assessments. 	<ul style="list-style-type: none"> ▪ School-based coaching provided to 690 head teachers. ▪ Grade 1 – Grade 8 textbooks content reviewed, updated and improved. ▪ Construct and furnish school libraries in 50 schools. ▪ Increasing access to safe and protective learning environments for Somali children.
<p>Priority Objective 3.3: Improve management and efficiencies of primary education subsector</p>	<ul style="list-style-type: none"> ▪ Develop private school policy. ▪ Regular school quality assurance/supervision visits. ▪ Regular professional development for education officers. ▪ Equipment, vehicles and salary to improve capacity. ▪ Regular reviews of ESSP progress. ▪ Efficient, functional EMIS system operating in a comprehensive and timely manner. 	<ul style="list-style-type: none"> ▪ Annual examinations for primary Grade 8 students conducted marked and results announced. ▪ Professional development for education officers conducted. ▪ Embedding national education officers and technical advisors within FMS MOEs. ▪ Construct MOECHE and FMS MOEs office facilities.

Program Beneficiaries: The direct program beneficiaries include:

- (a) 2,000 children with increased access to ECCE facilities
- (b) 50 Quranic teachers trained in integrated ECCE-Quranic education
- (c) Approximately 16,000 out-of-school children with expanded access to primary education
- (d) Approximately 12,000 existing primary students with reduced overcrowding through rehabilitation of classrooms
- (e) 1,400 CEC members trained in the operationalization of and management of WASH facilities
- (f) Approximately 300 children with disabilities with better access to primary education
- (g) 690 head teachers trained in head teacher management and coaching
- (h) Approximately 15,000 primary students sitting Grade 8 examination in the four FMS and Benadir

Theory of Change

The Theory of Change (ToC) considers that if (a) increased access to equitable quality ECCE (outcome 1); and (b) increased equitable access to primary education (outcome 2); and (c) improved teaching quality (outcome 3) are achieved, then the capacity of the education system to expand equitable access to quality ECCE and primary education services in Southern and Central States in Somalia will increase (program goal). The key assumptions underpinning the design of the program are:

- Somalia maintains minimum levels of political, security and economic stability.
- FGS and FMS maintain political support for activities.
- Schools remain accessible and local communities are supportive of program interventions.
- Complementary donor funded programs that are contributing to the outcomes remain operational and funded.
- Other initiatives mitigate the potential negative impact of emergencies (drought, floods, conflict).

Table 2 below presents the ToC, the challenges it responds to, program subcomponents, outputs, intermediate outcomes, outcomes and overall goal of the program.

Table 2. Theory of Change

Challenges/Problems	MCA Subcomponents	Outputs	Intermediate Outcomes	Outcomes	Overall goal
Lack of equitable access to quality ECCE education for children 3-5 years.	<ul style="list-style-type: none"> ▪ Strengthening of government institutional capacity to manage the ECCE subsector. ▪ Improving the quality of the ECCE subsector through the development of integrated Quranic/ECCE curriculum framework and training of Quranic teachers. ▪ Increasing access to ECCE through construction of ECCE hubs within traditional Quranic schools. 	<ul style="list-style-type: none"> ▪ ECCE subsector coordination mechanisms established. ▪ MOECHE and FMS MOEs structures and policies for ECCE regulation and management are established. ▪ Integrated ECCE curriculum developed and endorsed. ▪ 50 Quranic educators trained to deliver integrated Quranic/ECCE classes. ▪ 50 ECCE learning spaces/hubs constructed within traditional Quranic schools. 	Relevant and quality ECCE services are available.	Increased equitable access to quality ECCE education for children (3-5 years).	Increased equitable access to and improved learning outcomes at ECCE and primary level for Somali children through strengthening the education system capacity to design evidence-driven reforms and deliver better services.
Lack of equitable access to quality primary education for Somali children with rural children being most affected.	<ul style="list-style-type: none"> ▪ Increased learning infrastructure (classrooms and WASH facilities) in selected primary schools. ▪ Increased access to primary education for special needs children. 	<ul style="list-style-type: none"> ▪ 400 new classrooms constructed. ▪ 300 classrooms rehabilitated. ▪ WASH facilities constructed/rehabilitated in 300 schools. ▪ Baseline data on special needs children established. ▪ Provision of equipment and assistive devices to special needs children in 690 schools. 	Improved school infrastructure, including WASH facilities.	Increased equitable access to quality primary education.	

<p>Poor learning outcomes at primary level due to poor quality of teaching and lack of quality and availability of learning materials.</p>	<ul style="list-style-type: none"> ▪ School-based coaching for head teachers to improve school's performance. ▪ Review of Grade 1 – Grade 8 textbooks content. ▪ Promoting a culture of literacy at the school level. ▪ Increasing access to safe and protective learning environments for Somali children. 	<ul style="list-style-type: none"> ▪ School-based coaching provided to 690 head teachers. ▪ Grade 1 – Grade 8 textbooks content updated and improved. ▪ Constructing and furnishing of school libraries in 50 schools. ▪ Mapping of existing child protection services in the community for establishment of referral mechanisms at school level. ▪ Appointing child protection focal points at schools. 	<p>Improved teaching quality.</p>	<p>Enhanced quality of education ensuring grade appropriate learning outcomes.</p>	
<p>A weak and under resourced education system.</p>	<ul style="list-style-type: none"> ▪ National learning assessment systems established. ▪ Institutional capacity improved. 	<p>Annual examinations for primary Grade 8 students conducted marked and results announced.</p> <p>Professional development for MOECHE and FMS MOE staff conducted.</p> <p>Embedding education officers/ technical advisors within FMS MOEs.</p> <p>Constructing MOECHE and two FMS MOEs office facilities.</p>	<p>Functional learning assessment systems in place.</p> <p>The capacity of MOECHE and FMS MOEs to manage, coordinate and monitor the education sector is strengthened.</p>	<p>Strengthened systems capacity to design evidence-driven reform and deliver better services.</p>	

Component 1: Increasing equitable access to and quality of early childhood care and education services

A number of factors affect children's success and survival in primary education including school preparedness and entry into formal primary education at the appropriate age. In Somalia, ECCE or pre-primary is a completely neglected subsector in the education system, resulting in young children being ill equipped to join primary education and learn in formal settings. The Education Statistical Yearbook (2018/2019)¹⁰ shows that only 23% of children enrol into primary education and the survival rate to Grade 5 is 67%, indicating a large portion of children drop out-of-school and do not complete the full cycle of primary education. Survival rates are much lower for children from poor households, rural children, girls and children from marginalized communities.

Only 31% of the girls and 47% of the boys are enrolled in primary school by age 6 (age of entry). Delayed enrolment in primary school is a major factor contributing to children being overage: a study on the status of primary education for girls in Somalia found that 67% of the girls and 58% of the boys are overage by at least two years in relation to the expected age for their grade¹¹. In addition, there are systematic indications of the positive contribution of the Quranic education (Duqsi system) to literacy skills development. A recent study conducted in three states of South-Central Somalia found that 40% of the girls enrolling in Grade 1 were able to read, potentially indicating decoding skills acquired during religious classes¹². A previous study found that 16% of the Grade 1 students from rural locations of Northern and Central Somalia were able to decode words in Somali; furthermore, once enrolled, children's ability to read progresses quite fast, with 47% of the girls and 54% of the boys being able to decode at the first term of Grade 2¹³.

The JRES (2019) highlighted that ECCE was the most under-served subsector of the entire ESSP programming, with the subsector receiving 0 percent funding in 2018/2019¹⁴. There is no planned upcoming funding for the subsector with the exception of the KfW funded resilience program implemented by UNICEF in Benadir and Jubbaland only. While there are huge gaps to be addressed in the primary subsector across the country, nonetheless, early learning is critical as it has a direct impact on children's acquisitions of literacy and numeracy skills once they enter primary education in addition to affecting the learning outcomes and survival rates at primary school level. Hence, there is an urgent need to invest in the pre-primary subsector in Somalia.

Under this component, the program will (a) develop institutional structures at the MOECHE and FMS MOEs for the management of the ECCE subsector; (b) establish coordination mechanisms between the Ministries of Religious Affairs and Ministries of Education at FGS and FMS levels; (c) increase awareness at the community level on the role of ECCE in children's development increasing parent's involvement and support for ECCE subsector; (d) address quality of the subsector through the development of an integrated

¹⁰ FGS MOECHE, 2019. Education Statistics Yearbook 2018/2019.

¹¹ CARE, 2014. Somali Girls' Education Promotion Project Baseline Study Report, p.34-35.

¹² CARE, 2020. AGES Baseline Study results not yet published.

¹³ CARE, 2014. Somali Girls' Education Promotion Project Baseline Study Report, p.50.

¹⁴ FGS MOECHE (2019). Joint Review of the Education Sector 2019.

Quranic-ECCE curriculum and training of 50 Quranic teachers; and (e) increase the availability of learning facilities through constructing 50 ECCE hubs within existing traditional Quranic schools.

Subcomponent 1.1: Strengthening government institutional capacity to manage the ECCE subsector

Situation Analysis

The draft Somali National Education Policy recognizes ECCE as an essential part of basic education and states “All Somali children should have equal opportunity to access quality ECCE services”¹⁵. Currently structured learning opportunities for the majority of pre-primary age children are concentrated in formal Quranic schools as these are found in almost every village and are most accessible for Somali children. Traditional Quranic schools are not part of Somalia’s formal education system and come under the mandate of the Ministry of Religious Affairs. The ESA (2017) indicates that the MOECHE and FMS MOEs lack important institutional capacities necessary to carry out their functions in regulating the ECCE subsector and in ensuring minimum quality standards for service provision are met across the sub-sector. There is no clear policy framework or quality standards in place to guide formal ECCE implementation and there are no ECCE units in the MOECHE and FMS MOEs. Overall, there is a fragmentation and a lack of coherent or harmonized approach around the ECCE subsector.

Intervention

This subcomponent will establish foundational structures for ECCE at MOECHE and FMS MOEs through the establishment of ECCE units within the Departments of Schools/Formal Education. The program will put in place the unit’s operational frameworks, unit structure, guidelines, operating procedures, work plans/priority areas for action and establish the wider interlinkages between the ECCE units at FGS level, FMS level and with other stakeholders in the ministries of Religious Affairs. The MOECHE and FMS MOEs will recruit ECCE coordinators (civil servants) to manage the newly established units while the program will support operationalizing the units by embedding one local ECCE Officer in each FMS MOE. The program will organize one study tour for MOECHE and FMS MOEs Directors of formal education department and ECCE Coordinators (and other relevant ECCE unit staff) to a neighboring country to facilitate knowledge and experience exchange. The study tour will allow MOECHE and FMS MOEs staff to learn from the experience of a neighboring country in establishing its ECCE subsector, exploring opportunities and challenges and identifying best practices that can be adapted to the Somali context. In addition, the MOECHE will establish a national ECCE coordination mechanism bringing together the main stakeholders including the Ministry of Religious Affairs and Ministry of Health. To coordinate different stakeholder’s involvement in the subsector the program will create a national ECCE task force. The program will establish the task force, develop task force terms of reference, annual work plans outlining priority areas for action and facilitate quarterly coordination meetings.

The establishment of the ECCE unit and the national task force, and the study tour will begin in Year 1. The main activities under this subcomponent are:

- Establish ECCE units within MOECHE and FMS MOEs Departments of Formal Education/Schools.

¹⁵ FGS MOECHE, Somali National Education Policy (draft).

- MOECHE and FMS MOEs recruit ECCE coordinators (civil servant post – not directly hired by the program).
- Operationalise the newly established units through development of unit structure, policy, guidelines, operating procedures and work plans/priority areas for action.
- Recruit and embed four ECCE officers (one at each FMS MOE – embedded technical officer post).
- Identify one relevant neighbouring country to visit on an ECCE study tour; facilitate the organising of the study tour, document lessons learned and action plan because of the study tour.
- Establish national ECCE task force to coordinate the ECCE subsector.
- Facilitate quarterly meetings of the national ECCE coordination body.

Overall, the establishment and operationalizing of the ECCE units will strengthen the ministries capacities, enabling them to perform their core function of leading and guiding the ECCE subsector. In addition, the establishment of the national task force will also help harmonize and provide a coherent approach to subsector management. This subcomponent will be directly implemented and led by the MOECHE and FMS MOEs Departments of Formal Education/Schools. Directors of the Departments of Formal Education/Schools will lead the implementation of this subcomponent. The program team including SC Education Officers will provide technical assistance in each state. MOECHE and FMS MOE staff will use subgrants to conduct one FGS level workshop to discuss the establishment of the ECCE national task force and to facilitate the organization of quarterly coordination meetings. They will also conduct five workshops at FMS and FGS levels to discuss the establishment of the ECCE units and links between FGS and FMS level as well as with other stakeholders in the subsector; develop ECCE unit policies and procedures with technical assistance of SC education officers; recruit four ECCE technical officers and salary support; and organize and facilitate one study tour to a neighboring country.

Subcomponent 1.2: Improving the quality of ECCE subsector

Situation analysis

There is a widespread lack of understanding of the nature and importance of ECCE, which results in communities assuming that attending Quranic School is the same as attending ECCE¹⁶. Communities' manage the majority of Quranic schools. Communities also contribute a large proportion of funding to Quranic schools¹⁷. Many community members consider Quranic schools as religious institutions outside the formal education sector and believe integrating Quranic education with secular subjects will dilute religious teachings. As such, there is a real need to conduct an awareness campaign and dialogue to address core beliefs about ECCE as community acceptance will be a critical factor in the success of any planned ECCE intervention.

The ESA (2017) indicates there is no harmonized ECCE curriculum, no teacher training materials available and no clear training policy or strategy for ECCE teachers and caregivers. According to the ESA, there are 4,994 Quranic teachers across the FMS and Benadir with a high gender imbalance with female Quranic teachers only making up 4% of the total Quranic teachers. The largest proportion of Quranic teachers are

¹⁶ FGS MOECHE. Education Sector Analysis (2017).

¹⁷ FGS MOECHE. Education Sector Analysis (2017).

found in South West State (30%) followed by Hirshabelle (27%), Jubbaland (23%) and Galmudug (20%). Overall, there is a need to develop a curriculum framework that integrates components of Quranic school curriculum with ECCE modules, as this will help smooth the process for community acceptance of ECCE.

Intervention

A community awareness campaign and dialogue will be conducted in the four FMS and Benadir to increase community level awareness on the importance of ECCE for children's development, discussing policy strategies and ways of integrating traditional Quranic education and ECCE. The MOECHE and FMS MOEs Departments of Formal Education/Schools will mobilize local stakeholders, initiating a national and subnational dialogue about ECCE and Quranic education as integral parts of children's education in Somalia. National, regional, state and district level campaign and dialogues will address key perception issues of ECCE to increase community acceptance and support for ECCE for their children. Participants will include religious leaders, parents, teachers, district and regional authorities and will discuss (a) perception of ECCE; (b) importance of ECCE for children's development; (c) the type of ECCE service communities would like their children to access; and (d) strategies for integrating ECCE and Quranic education. In Year 1, this intervention will lay the foundation for local acceptance of culturally relevant ECCE combined with Quranic education preventing a competition for children's time and community resources between formal ECCE and Quranic learning. Community dialogues will feed directly into the development of an integrated ECCE curriculum.

To improve the quality standards of the ECCE sub-sector, an outcome-based learning framework focused on key learning competencies for early year children related to health, nutrition, intellectual and emotional development will be developed and endorsed. The curriculum framework will be developed through a consultative process including local community members, elders, parents, CEC members, Quranic teachers and religious leaders. The aim is to develop a curriculum framework that integrates ECCE and traditional Quranic education to ensure children are supported with holistic early childhood development preparing them for formal primary education. The curriculum framework will be developed in program Year 2 and build on the momentum generated by the community awareness/dialogue in Year 1. The curriculum framework development will be co-led by the MOECHE Department of Curriculum and Quality Assurance and Formal Education/Schools Department, with oversight from the National ECCE Taskforce, which includes the Ministry of Religious Affairs.

Once the curriculum framework is developed and endorsed, the program will co-design together with the Somali National University, a tailored training module for Quranic teachers to improve the quality of teaching in ECCE. The MOECHE and FMS MOEs will identify 50 Quranic teachers to be trained and Quranic educator selection criteria will be agreed upon between the MOECHE and FMS MOEs, working closely with the national ECCE task force. The selection criteria will consider the ability of Quranic teachers to provide ECCE to marginalized children (rural children, girls, IDP children) and ensure inclusion of female Quranic educators. Quranic teacher's selection is linked to subcomponent 1.3 (construction of 50 ECCE classrooms/hubs).

The main activities under this subcomponent are:

- Design and conduct community awareness/dialogue (total 15 dialogue sessions across the four FMS and Benadir).
- Build capacity/Train MOECHE and FMS MOEs curriculum department and formal education/school staff.
- Recruit specialists/experts to develop ECCE curriculum (consultancy service).
- Develop and endorse of curriculum framework for ECCE.
- Develop ECCE training modules that align with the ECCE curriculum framework.
- Develop selection criteria, select and train 50 Quranic teachers.

Implementation modality is through sub-granting to MOECHE and FMS MOEs.

Subcomponent 1.3: Increasing access to ECCE through the expansion of infrastructure in existing traditional Quranic schools

Situation analysis

Currently structured learning opportunities for the majority of pre-primary age children are concentrated in formal Quranic schools as these are in almost every village and are most accessible for Somali children. The Education Baseline Survey¹⁸ (2017) identified 2,969 Quran learning centers across the four FMS and Benadir. Existing Quranic School's infrastructure varies between permanent (44%), semi-permanent (12%) and temporary (44%) structures¹⁹. Quranic schools' infrastructure are largely endowments from the communities where citizens provide their own spaces. According to the ESA (2019), nearly 71% of all Quranic learning facilities are in 'poor' condition and this combined with a lack of a harmonized curriculum, learning materials and teachers with no formal training, indicates children spend their early years in poor environments not conducive to learning. While figures are not available, it is assumed the majority of young children (aged 3-7) attend traditional Quranic schools. Findings from a pilot integrating Quranic and formal primary education conducted by UNICEF indicated a success in increasing enrolment figures and improving teaching capacity²⁰. The program will build on this experience and expand access to ECCE within established traditional Quranic schools.

Intervention

The program will increase access to holistic early childhood education for children by working closely with communities to construct ECCE hubs/learning areas within 50 existing traditional Quranic schools (10 classes/hubs in each FMS and Benadir). The MOECHE and FMS MOEs working closely with the National ECCE Taskforce will develop criteria to identify 50 suitable Quranic schools where the program can construct early learning model classes/hubs providing children with safe protective premises, improved learning environment and enabling families to improve positively improve their children's growth and development. Traditional Quranic schools located in accessible rural areas and serving marginalized communities will be prioritized. Once the target Quranic schools are identified across the four FMS and Benadir, the program will conduct a rapid assessment of the Quranic schools looking at enrolment

¹⁸ UNICEF/Somalia Education Cluster (2017). Somalia education baseline survey.

¹⁹ FGS MOECHE. Education Sector Analysis (2017).

²⁰ Khamis, A. (2011). The Integrated Quranic Schools Pilot Project: The Strategic Partnership for Recovery and Development of Education in Somalia.

numbers, ability to enroll additional children, number of teachers, infrastructure status including number of classrooms, toilets and teacher facilities. Following this, the program will construct 50 ECCE hubs within the target Quranic schools and select 50 Quranic teachers to train (under subcomponent 1.2). During Year 1 of the program, target schools will be identified, and assessment completed. Construction will take place in Year 2. It is estimated approximately 2,000 additional children will have access to ECCE facilities because of expanding the available infrastructure. The main activities under this subcomponent are:

- Develop targeting criteria for selection of 50 Quranic schools.
- Identify and select 50 Quranic schools across the four FMS and Benadir.
- Conduct an infrastructure assessment/status of the 50 selected Quranic schools.
- Construct the ECCE hubs/classrooms within the 50 selected Quranic schools.
- Provide furniture for the newly constructed ECCE hubs.

The implementation modality for this subcomponent is through direct implementation by SC using its procurement and financial management systems. All construction work will be done through open competitive tender.

Complementarity

This component is linked with the KfW-funded resilience project implemented by UNICEF (2019-2021). Through the resilience project, UNICEF supports the MOECHE in the development of a national integrated ECCE policy framework by hiring consultancy services and facilitating nationwide consultations. The policy framework is expected to be developed through a consultative process between January and June 2020. Through the resilience project, UNICEF will also conduct a diagnostic study that will act as a baseline survey on the status of ECCE provision in Somalia. Both the national policy framework and diagnostic study will form the foundation for all interventions under Component 1 and will be finalized by June 2020 in time for the start of Year 1 of MCA program activity implementation. The ESPIG program team is providing technical support to UNICEF in the development of the ECCE policy framework through the existing MOECHE embedded ESPIG technical advisors. In addition, UNICEF will also support the MOECHE to develop and print ECCE teaching and learning materials, develop teacher training modules, conduct in-service teacher training for 44 ECCE teachers in 11 schools across Benadir and Jubbaland and pilot model early learning classes integrated within existing primary schools in Benadir and Jubbaland. The ESPIG/MCA program will work closely with UNICEF to harmonize approaches and exchange lessons learned.

Component 2: Increased equitable access to quality primary education for out-of-school children

Component 2 will support the equitable expansion of access to quality primary education with a particular focus on expanding access for rural children, children with disabilities and children of IDPs. The component has two main outputs: (a) construction and rehabilitation of school infrastructure, (b) improving access to education for children with disabilities through screenings and the provision of equipment and learning materials. Component 2 will build on the ongoing ESPIG, specifically through the expansion of school facilities in schools receiving the capitation grants and learning materials (Grade 1 to Grade 8 textbooks).

Overall, this component will improve the learning environment to ensure children are learning in spaces that are safe, healthy and gender sensitive.

Subcomponent 2.1: Increased learning infrastructure (classrooms and WASH facilities) in selected primary schools

Situation analysis

Increasing access to primary education is an urgent priority in Somalia as the GER across the four FMS and Benadir was estimated at 23% in 2018/2019²¹. Access to education is hindered by a combination of factors such as poverty, the inability of parents to pay school fees, limited school infrastructure and security. Inequities in access exist across different subgroups of children with girls, IDP children, children with disabilities, pastoralists, nomadic and rural children being particularly disadvantaged. The ESA (2017) highlighted the shortage of school infrastructure to support children's learning as well the poor quality of existing infrastructure. Approximately 56% of schools in the four FMS and Benadir are in poor condition, indicating children are in environments not conducive to any effective learning. At the FMS level, nearly 60% of school infrastructure are in 'poor' condition with lower quality in rural areas. Only 10% of schools in the FMS have access to safe water. Poor learning environment is one of the contributory factors to the poor quality of education across Somalia and the condition of classrooms as well as the provision and improvement of WASH facilities in schools significantly affect children's health and learning outcomes.

The ongoing ESPIG in July 2019 completed an extensive school mapping to complement the EMIS data. The mapping covered accessible primary schools in the four FMS and Benadir. The FMS MOEs and FGS MOECE identifies 1,214 primary schools with an overall enrolment of 280,464 students (46% females - 54% males). Fifty-five schools with school grants from the UNICEF resilience program were not included. As such, 1,159 schools were mapped across the four FMS and Benadir as follows:

- Benadir: 339 schools assessed. This represents 29% out of the total schools mapped.
- Galmudug State: 154 schools assessed, of which 41% are in rural areas.
- Hirshabelle State: 321 schools assessed, of which 27% are in rural areas.
- Jubbaland State: 176 schools assessed, of which 49% are in rural areas.
- South West State: 178 schools assessed, of which 25% are in rural areas.

Approximately 27% of the total schools mapped are located in rural areas. The lack of accessibility due to security concerns was the primary reason that prevented the assessment of a larger number of rural schools. In addition, the vast majority of schools tend to be concentrated in urban centers with limited schools available in rural areas.

The ESPIG mapping data was crosschecked against the data for primary schools registered in the EMIS as well as against the data made available by other education sector partners. Examples include the 2017 Education Baseline Survey conducted by the Somalia Education Cluster, which identified 1,227 primary schools that are operational across Southern and Central Somalia. The information collected through the ESPIG assessment includes the following: name of school; location (GPS coordinates; district/village

²¹ FGS MOECHE, 2019. Education Statistics Yearbook 2018/2019.

names); enrolment; ability to enroll additional students; number of teachers; teacher qualifications; number of textbooks/school materials available per grade and subject; existence of a functional CEC; presence of School Improvement Plans (SIP); infrastructure (number and characteristics of classrooms, toilets, teacher facilities, storage); and other support the school is currently receiving from development partners. The mapping data shows the vast majority of schools have poor infrastructure with limited access to functioning toilets. In fact, more than half of the public and community-owned schools lack functioning toilets facilities and do not have access to water.

Using the data of the school mapping and based on the targeting/eligibility criteria outlined in the School Capitation Grant Guidelines, the FMS MOEs and FGS MOECHE identified and selected approximately 690 schools with an approximate enrolment of 200,967 students (46% females) to be targeted by the ESPIG with an integrated set of interventions. Interventions include school capitation grants, strengthening of CECs through mobilization and training, improved community awareness and action for school safety, distribution of primary school textbooks, tailored-in service teacher training and quarterly supervisory visits. The targeted ESPIG schools are as follows:

- South West: Total 138 schools (69 school in Bay, 22 in Bakool, 47 in Lower Shabelle). Out of the total 138 schools, only 49 schools (40%) are located in the urban centre of Baidoa, while 15 are located in rural areas and the remainder are in small – recently liberated - towns of Xudur, Waajid, Ceel Barde, Diinsoor, Qansaxdheere, Bardale and Afgooye.
- Hirshabelle: Total 138 schools (81 schools in Hiraan and 57 in Middle Shabelle). Out of the total 138 schools, only 30 schools (22%) are located in the urban centres of Beledweyne and Jowhar while 72 schools (52%) are located in rural areas and the 36 remaining schools are located in small towns such as Mataban, Bulo Burto, Maxaas, Jalalaqsi, Balcad, Warsheikh, Mahaday and Rage Ceele.
- Galmudug: Total 138 schools (52 schools in Mudbug and 86 in Galguduud). Total 138 schools of which 55% are in urban areas and 45% are in rural areas.
- Jubbaland: Total 138 schools (58 schools in Lower Jubba and 80 in Gedo). Out of the total 138 schools, only 41 schools are in the urban centre of Kismaayo, while 66 schools are located in rural areas and the remaining 31 schools are in the small towns of Luuq, Beled Xawo, Garbaharay, Doolow, Baardheere, Badhaadhe and Afmadow.
- Benadir: 138 schools (all urban based).

In a context such as Somalia, the definition of rural schools also includes schools located on the outskirts of urban areas. Many of the out-of-school children are found at the outskirts of urban areas due to the displacement of families as a result of the droughts, floods and conflict over the last couple of years. Therefore, the ESPIG and MCA program will specifically target out-of-school children in rural areas (including outskirts of urban areas) and smaller towns with little access to services. It is also worth noting that the number of schools selected to receive the capitation grants will continue to fluctuate as the CEC trainings are rolled out under the existing ESPIG and depending on the context and changes in accessibility the final number of schools receiving the capitation grants may be slightly less than the current 690 selection target. The program team estimates that the final number of schools receiving capitation grants (and thus targeted by the MCA program interventions) will be closer to 600 schools rather than the current

selection of 690. The number of schools receiving capitation grants will be finalized by the end of CEC trainings in March 2020 under the existing ESPIG.

Intervention

This subcomponent will focus on increasing access to education through the expansion of school facilities. The program will construct 400 new classrooms, rehabilitate 300 existing classrooms and procure furniture for the newly constructed and rehabilitated classrooms. Based on the resource allocation formula agreed upon between the FMS MOEs and MOECHE, approximately 80 classrooms will be constructed, and 60 classrooms will be rehabilitated in each FMS and Benadir. Classrooms will be constructed and rehabilitated in the four FMS states and Benadir within the schools receiving the capitation grants. The MOECHE and FMS MOEs will identify the target schools from among the 690 ESPIG supported schools based on location (priority given to rural schools), current number of students enrolled (overcrowding), demand (estimated size of out-of-school children population in the area) and status of school infrastructure as identified in the school mapping.

In Year 1 of program implementation, the FMS MOEs and MOECHE Departments of Formal Education/Schools will (a) select the target schools for construction/rehabilitation; (b) update the existing school infrastructure plan and (c) finalize the existing standardized schools' construction minimum quality standards. Construction and rehabilitation activities will begin in Year 1. Once construction and rehabilitation are completed, approximately 12,000 additional out-of-school children (50% girls, 60% rural children) are expected to be enrolled in the newly constructed classrooms. Experience in Somalia shows communities are able to raise funds to sustain improvements made by external actor²², further sustaining and expanding enrolment once construction/rehabilitation has been completed. All newly constructed and rehabilitated classrooms will be made accessible for children with disabilities. Building classrooms that are accessible to all children, coupled together with the activities under subcomponent 2.2, will promote the enrolment and retention of children with disabilities. Moreover, all new construction and rehabilitation will also include the installation of renewable energy sources (e.g. solar power) where possible.

In addition to the construction and rehabilitation of classrooms, this subcomponent will also increase access to inclusive, gender sensitive WASH facilities through the construction/rehabilitation of gender segregated WASH facilities in 300 out of the 690-targeted schools. Facilities to be constructed and rehabilitated will include school water storage facilities and gender segregated latrines with hand washing facilities. Inclusive features such as ramps, rails, wheelchair-accessible toilets; adequate lighting will address some of the barriers faced by children with disabilities. The construction and rehabilitation of WASH facilities will provide safe and clean drinking water for children and ensure hygiene and sanitation is maintained within the schools. CECs will be trained on the simple day-to-day operational maintenance of the water points and WASH facilities ensuring the facilities will remain operational in the long term. Target schools will be selected from among the 690 ESPIG schools based on location (priority given to rural schools), current number of students enrolled, demand (estimated size of out-of-school children

²² JBS International (2017) Final Evaluation of the Somali Girls' Education Promotion Project.

population in the area) and the status of WASH facilities identified in the school mapping. Finalization of school selection for WASH facilities and construction/rehabilitation will begin in Year 1.

In the program's Year 2, the FMS MOEs will conduct an enrolment campaign specifically targeting rural children. Overall, the construction under this subcomponent will (a) contribute directly to expand the equitable access of students to primary education, enrolling an additional 16,000 out-of-school children with a special emphasis placed on improving access for rural children, children of IDPs and children with disabilities. The construction and rehabilitation under this component are also expected to help reduce overcrowding in the existing classrooms thereby improving the learning environment and contributing to the increased retention of students. The approach of this subcomponent is to expand existing government/community schools rather than constructing new standalone schools, ensuring long-term sustainability. The schools to be expanded with additional new classrooms are functioning schools receiving a package of support through the existing ESPIG (capitation grants, provision of learning materials, in-service teachers training, supervision/monitoring). Since all new classrooms' construction is taking place in existing schools, the program does not anticipate the need for large scale recruitment of teaching staff. Some schools may opt to use existing teaching staff to accommodate the additional classrooms (e.g. double shift arrangement), while other schools will continue to mobilize community support to sustain the progress made. In addition, the Government will recruit 200 new teachers to be deployed to the four FMS in 2020 through the World Bank's Recurrent Cost and Reform (RCRF) program. The Government commits to gradually recruit a small number of new untrained teachers each year and the program anticipates that some of these new teachers will be deployed to some of the ESPIG supported schools.

The activities under subcomponent 2.1 include:

- Identify and select target schools for construction and rehabilitation.
- Update the existing MOECHE school infrastructure plan and school construction minimum quality standards.
- Construct 400 classrooms in the target ESPIG schools.
- Rehabilitate 300 classrooms in the target ESPIG schools.
- Procure furniture (desks, tables, chairs) for the newly constructed and rehabilitated classrooms.
- Construct/rehabilitate gender segregated WASH facilities in 300 primary schools.
- Train of CECs to operate and maintain the WASH facilities.
- Conduct enrolment campaign in rural communities.

This subcomponent will be led by the Departments of Schools at the FMS and FGS levels (supported by SC education officers and ESPIG program team), however all construction/rehabilitation activities will be implemented directly through SC using its financial and procurement systems.

Subcomponent 2.2: Increased access to primary education for children with disabilities

Situation analysis

The MOECHE has developed and finalized the National Special Needs and Inclusive Education Policy in 2018 and Somalia has ratified the Convention on the Rights of Persons with Disabilities in 2019. However, children with disabilities remain invisible in Somalia and have very limited access to educational opportunities. Children with disabilities face many barriers including an inaccessible physical environment, lack of community awareness, negative attitudes and stigma as well as a lack of assistive devices and mobility aids²³. Girls with disabilities in particular face a double burden due to their gender and disability. The population of children with special needs in the country is unknown. There is a general lack of accurate real-time reliable education data and in particular any data on the numbers of children with disabilities, the type of disability and their geographical location. According to the Education Statistics Yearbook (2018/2019), the number of special needs children enrolled in primary is 811 (46% girls) out of a total enrolment of 260,269 students representing 0.3 percent. Out of the special needs children that are enrolled, 10 percent have a movement impairment, 54 percent have a hearing impairment while the rest have a visual impairment²⁴. Eliminating all barriers to education including those related to gender, disability and special needs is a priority area in the ESSP.

Intervention

This subcomponent will focus on improving access to education for children with disabilities through (a) identification and screening/assessment of children with disabilities; (b) conducting community awareness raising and enrolment campaign; (c) provision of equipment, assistive devices and teaching materials to children with disabilities in the ESPIG supported schools.

In Year 1 of the program, the MOECHE and FMS MOEs will conduct a screening in all 690 ESPIG target schools. The FMS MOEs and MOECHE will be supported to mobilize the community and school leadership (CEC/head teacher) to ascertain the number of special needs children currently enrolled in the schools as well as to estimate the number of out-of-school children with various special needs in the catchment area of the school. The school leadership and teachers will be trained by a multi-disciplinary team to identify and recognize the different types of special/learning needs of the children enrolled in their schools. The information gathered will form a baseline data on the number, type of special needs and the kind of support required. Based on the screening result, the program will work with MOECHE, CECs and FMS MOEs to provide the necessary materials including equipment, assistive devices and teaching materials to children with special needs in the 690 target schools. In Year 2 of the program, the MOECHE and FMS MOEs will continue with the annual screening of newly enrolled children. In Year 2 of the program, schools will consider issues around disability and inclusion looking at factors affecting the enrolment of special needs children, outlining potential areas for action to ensure the enrolment and retention of those children in the schools. These priority areas for action will be captured in the school improvement plans and will be directly linked to the capitation grants and CEC mobilization and training under the ongoing ESPIG. The program will work with schools to go a step further (beyond increasing access) to devise strategies to tailor teaching and classroom instruction so that learning outcomes improves for all students.

²³ Institute of Development of Studies, 2018. Disability in Somalia. K4D knowledge, evidence and learning for development report. Available at: https://assets.publishing.service.gov.uk/media/5a744dbded915d0e8bf188ec/Disability_in_Somalia.pdf

²⁴ FGS MOECHE, 2019. Education Statistics Yearbook 2018/2019.

The strategies to improve learning outcomes will be captured in the school improvement plans and linked to the capitation grants.

The activities under subcomponent 2.2 include:

- Screening/assessment for children with disabilities/special needs in schools.
- CEC/schools mobilization to develop priority areas for action in the school improvement plans.
- Conducting community awareness and enrolment campaign targeting children with disabilities.
- Provision of equipment and assistive devices for children with disabilities in the supported schools.

The implementation modality for subcomponent 2.2 is through sub-granting to MOECHE and FMS MOEs to conduct the screening of children, CEC mobilization and conducting community awareness and enrolment campaign. SC will directly implement the provision of equipment and assistive devices to the children.

Complementarity

Component 2 will maximize the impact of the school capitation grants provided by the ongoing ESPIG. When school capitation grants are combined together with increased learning infrastructure through construction/rehabilitation, this results in increasing the access of children to education and improving school conditions to receive additional learners. The CEC mobilization that is being undertaken by the ongoing ESPIG will form the foundation for this component and will ensure maximum impact of this intervention. All schools are implementing the national curriculum and have received textbooks aligned with the new curriculum through the ongoing ESPIG. This component will also benefit from the quarterly monitoring visits conducted by the Regional Education Officers (REOs) and Quality Assurance Officers (QAOs) currently supported under the ongoing ESPIG. This component will also benefit from the Feedback, Complaints and Response Mechanism that is being established by the ongoing ESPIG to report cases of exclusion of potential beneficiaries and abuse.

Component 2 avoids duplication with other donor funded infrastructure initiatives and links with the wider education sector and with other donor-funded programs contributing to expanding access to education for Somali children. The program will coordinate closely with existing interventions such as the EU funded Strengthening Education and Training in Somalia (SETS) program which is working on the construction of new model primary/secondary schools and on establishing disability inclusive education systems (implemented by ADRA and Handicap International). This component does not specifically target nomadic/pastoralist children and it is expected that this will be done under the upcoming USAID investment focusing on alternative basic education for pastoralists/nomadic children.

Component 3: Enhanced quality of education and children's learning outcomes

Subcomponent 3.1: School-based coaching for head teachers to improve school's performance

Situation analysis

Some of the causes of poor learning outcomes includes poor teaching skills, lack of learning materials, low attendance rates and the lack of parental involvement in education²⁵. Research has also shown that school leadership is important to achieve quality teaching and improved students learning²⁶. Head teachers can be change managers facilitating and leading change at the school level to improve children’s learning. Head teachers are critical in the overall management of schools, in developing school improvement plans and ensuring the delivery of effective education services to children. According to the ESA (2017), only 20 percent of teachers in Southern and Central regional states in Somalia are qualified and data from classroom observation shows that teachers often do not apply the knowledge gained from teacher training courses²⁷. As such, head teachers can play an important role in ensuring teachers transfer the skills gained during teacher training to the classroom level improving children’s learning outcomes.

The ongoing ESPIG is providing school capitation grants to 690 schools across the four FMS and Benadir and is providing training and building the capacity of CECs to enable better planning at the school level through the development of school improvement plans. One of the lessons learned through the ongoing ESPIG is the criticality of school head teachers in the process of achieving and sustaining positive change at the school level. Head teachers are critical for the success of any intervention aiming to institutionalize positive change at the school level; for example, development and implementation of school improvement plans, the successful utilization of school grants to increase enrolment, ensuring teachers apply knowledge gained during teacher training, and capturing/reporting accurate data from the school level (EMIS strengthening). Therefore, this MCA component builds on that and is a direct response to a lesson learned in the ongoing ESPIG.

Intervention

The MOECHE’s Department of Teacher Development and Department of Formal Education/Schools will co-partner with the Somali National University to develop a training manual and coaching protocol for school head teachers. The training manual and head teacher coaching protocol will be developed together with the associated tools (including tools enabling better planning at the school level, capturing of accurate school level data and teachers appraisal and development) taking into account best practices and in consultations with all local stakeholders. The Somali National University will then train the 14 REOs, 14 QAOs and 60 District Education Officers (DEOs) on the implementation of the coaching protocols for the head teachers.

Head teachers from all schools receiving capitation grants will attend a sequence of training modules provided during school breaks. In addition to attending the training modules, head teachers will receive coaching support from REOs/QAOs/DEOs during supervisory school visits. The training and coaching process will primarily focus on building the capacity of head teachers to improve school management, functioning and accountability. Through the training and coaching, head teachers will be trained to implement a range of tools (to be developed by the Somali National University) to improve their schools

²⁵ Ibid, p. 135

²⁶ Burns, M. and Lawrie, J. (Eds.), 2015. Where It’s Needed Most: Quality Professional Development for All Teachers. New York, NY: Inter-Agency Network for Education in Emergencies.

²⁷ FGS MOECHE. Education Sector Analysis (2017).

functioning and performance. Head teachers will capture and report more accurate data at the school level. Under the planned EMIS reform in the ongoing ESPIG, data will be captured at the school level; this then flows up to the FMS level and then the FGS level. Hence, head teachers play a critical role in the accuracy of data captured at their school. In addition, head teachers will be trained and coached to be able to monitor and support schoolteachers ensuring teachers are implementing improved classroom practices, and applying the knowledge gained through the teachers training component in the ongoing ESPIG. Head teachers will also be trained to use examination results to review and refine teaching practices at upper primary level. The training/coaching will develop a standardized approach for school level use of examination results as part of school improvement plans which will help improve the quality of education. Overall, this subcomponent will enable head teachers to assess their schools areas of weakness and allow them to take appropriate measures to improve school level planning improve classroom practices, to promote quality instructional practices, improve curriculum delivery, provide continuous support and feedback to their teachers and ultimately improve the quality of learning in the classroom thus improving students learning outcomes.

Key activities include:

- Training manual/coaching protocol developed.
- REOs/DEOs/QAOs trained on the coaching protocol/training manual.
- Training provided to head teachers by the Somali National University during school breaks.
- Coaching provided to head teachers during supervisory school visits.

The implementation modality includes sub-granting to the MOECHE and FMS MOEs to conduct review workshop with all local partners using available data to identify key gaps and discuss the content of the head teachers training modules and coaching protocol. The implementation modality also includes sub-granting to the Somali National University to: (a) co-design the coaching protocols and training manual in partnership with the MOECHE and FMS MOEs departments of teacher development and formal education/schools; (b) roll-out the training to REOs/DEOs/QAOs; and (c) roll out the training to 690 head teachers during school breaks. The program will sub-grant the MOECHE and FMS MOEs to roll out the coaching protocol during school supervisory visits by the REOs/QAOs/DEOs. During Year 1 of program implementation, the coaching protocol and training manual will be developed, and training will be rolled out to the REOs/DEOs/QAOs. During Year 2 of program implementation, the training will be provided during school breaks by the Somali National University (twice per year) and coaching will be provided to head teachers on a quarterly basis during school supervisory visits by the REOs/DEOs/QAOs (three times per year).

Subcomponent 3.2: Review of textbooks content for Grade 1 to Grade 8

Situation analysis

In 2017, the Somali national curriculum framework was endorsed and the MOECHE developed the syllabi for all subjects and grades with support from the EU. Following from that, the Department of Curriculum Development and Quality Assurance with support from the private sector developed Grade 1 to Grade 8 prototype textbooks for each subject. The prototypes were piloted in both government and private

schools. Following from that, the MOECHE developed the textbooks with support from the private sector through a rigorous process involving subject specialists, internal and external writers, subject review panels, external proofreaders and a final evaluation committee. The ongoing ESPIG is supporting the purchase and distribution of 1,040,000 Grade 1 to Grade 8 textbooks (148,584 sets for seven subjects) and 102,000 copies of the associated teacher guides to nearly 950 schools in the four FMS and Benadir reaching an estimated 297,168 students. This is resulting in a pupil-textbooks ratio of 2.1 increasing student's contacts with learning materials.

Intervention

Following the distribution of the textbooks to nearly 950 schools and the widespread implementation of the national curriculum, the MOECHE's Department of Curriculum Development and Quality Assurance will conduct a thorough review of the Grade 1 to Grade 8 textbooks content. Teachers and students' feedback on classroom textbook use will form the basis for the review. Consultations with a sample number of teachers and students will be organized in the four FMS and Benadir. The review process will support the MOECHE's Department of Curriculum Development and Quality Assurance to improve the available student learning materials, strengthen the delivery of the national curriculum at the classroom level; leading to improved children's learning outcomes. The implementation modality will be through: (a) sub-granting to MOECHE to conduct five-consultation workshop with a sample number of teachers and students in the four FMS and Benadir; (b) consultancy services for the external review of the textbooks content; (c) sub-granting to MOECHE to implement the changes recommended by the external review process.

Subcomponent 3.3: Promoting a culture of literacy at the school level

Situation analysis

Based on the school mapping, no target ESPIG school has a library, which means children have limited access to relevant reading materials and a culture of literacy is not promoted at the school level. Research has shown that school libraries have a positive impact on student achievement through increasing the access of children to books and secondary reading materials that has a positive impact on reading achievement, creativity, developing language skills and improving literacy levels²⁸. In addition, most schools lack storage facilities and textbooks are stored in the head teacher' office.

Intervention

School libraries will be constructed in 50 schools out of the target 690 ESPIG schools with the aim of promoting literacy through offering relevant age appropriate secondary reading materials and stimulating children's interest in reading. The school libraries will provide children with access to supplementary reading materials that complement their learning together with the official school textbooks distributed by the ongoing ESPIG. The program will work with CECs, teachers and head teachers to promote actively a reading culture at the school level. The program will also procure the necessary furniture including book shelves, reading tables, cupboards, and chairs. The program will work with the CECs to source and stock the libraries with sufficient age appropriate materials. The program will also explore the possibility of integrating technology in the 50 libraries; for example, through the use of solar powered e-books. The target schools will be identified from among the schools receiving capitation grants based on location (rural schools prioritized); current enrolment numbers and demand (estimated size of out-of-school children population in the area). During the selection of target school, the program will balance fairness (distribution across FMS, access to rural populations) with reaching maximum potential users specially in schools located on the outskirts of town.

²⁸ Krolak, L., 2005. The role of libraries in the creation of literate environments. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000146057>

The proposed activities include:

- Identifying the target 50 schools.
- Constructing 50 libraries in the target ESPIG schools.
- Procuring the necessary furniture (e.g. bookshelves, reading tables, chairs etc.).
- Purchasing/sourcing of age appropriate reading materials to stock the libraries.

The implementation modality will be through direct implementation by SC working closely with the FMS MOEs and MOECHE. This subcomponent will start during the first year of program implementation.

Subcomponent 3.4: Increasing access to safe and protective learning environments for Somali children

Situation analysis

In an emergency setting such as Somalia, classrooms are often overcrowded, materials and facilities are scarce, and often teachers are not equipped with the skill to handle classroom management and conduct their lessons in a child friendly manner. In effect teachers are often times using verbal or physical punishment of children to maintain control of the classroom. This behavior affects children negatively and hampers their learning outcome and well-being. According to the Child Protection Rapid Assessment conducted (CPRA), 54% of head teachers acknowledge that corporal punishment is being used in their school in managing children's behavior. Teachers are rarely equipped to identify children showing signs of trauma and are therefore not able to support the children appropriately. Furthermore, bullying or abuse among peers is prevalent and causing psychological stress for children who in many cases are already stressed or traumatized by the volatile context they live in. The CPRA study further revealed that peer to peer abuse does happen in schools with bullying being identified as a protection concerns that happens in their schools by 56% of head teachers interviewed schools across Puntland, Somaliland and Banadir. Unequal ratios of boys and girls in the class or a mix of older and younger children in the same class might exacerbate these situations. Abuse and violence of children by adults or peers is not only happening in the school environment but also in the wider community where the children live. Various types of child rights violations are happening in the community including early marriage (reported by 93% of head teachers), child labor (21% of head teachers), child trafficking (10% of head teachers reporting traffickers target girls and 14% of head teachers reporting boys being targeted by trafficker and sexual abuse (reported by 9% of head teachers) (CPRA). Psychosocial support in the form of recreational activities and immediate support at the school level is rarely available and too often teachers are not aware of the referral pathways and procedures for helping children access child protection services²⁹.

Intervention

This subcomponent is based on the Education Cluster Child Protection Response Framework. The subcomponent aims to ensure that school children are supported to overcome trauma and stress and that referral pathways to specialized child protection services are known by teachers and other key actors. Two main interventions will be undertaken under this subcomponent, namely, (a) mapping of existing child protection services in the community for establishment of referral mechanisms at school level, and (b) appointing Child Protection focal points at school (1male/1female) with additional Psycho Social First

²⁹ Somali Education Cluster – Child protection response framework, 2019.

Aid training and knowledge of referral pathways to specific child protection services. The child protection focal point could be the head teacher, teacher or a member of the CEC at the school. The child protection focal points will receive follow up mentoring by the REOs/DEOs during the quarterly supervisory visits. The implementation modality is through sub-granting to MOECHE and FMS MOEs.

Complementarity

Component 3 is designed to complement and build on existing efforts across the education sector by all development partners. Subcomponent 3.1 specifically builds on the lessons learned in the ongoing ESPIG CECs training and school improvement plans development process. Subcomponent 3.1 will directly support the successful utilisation of the capitation grants, school textbooks and EMIS reform, institutionalising positive change at the school management level. In addition, subcomponent 3.1 will also build on the in-service teachers training in the ongoing ESPIG that targets 2,000 teachers in the 690 schools receiving the capitation grants and ensure that teachers implement improved classroom practices and apply the knowledge gained. The quarterly supervisory/quality assurance visits co-financed by the ongoing ESPIG and the World Bank's RCRF program is essential for the success of subcomponent 3.1. In addition, subcomponent 3.1 will benefit from and is closely linked with the support provided by the ongoing ESPIG in the payment of the REOs/QAOs salaries and the World Bank's RCRF support in the payment of the DEOs salaries. The subcomponent is also linked with the school safety training implemented in the existing ESPIG 690 schools. The subcomponent also builds on the lessons learned from the head teachers training program conducted by other partners such as ADRA.

Subcomponent 3.2 is directly linked with the existing ESPIG's implementation and dissemination of the new national curriculum. The results from the textbooks review will further strengthen the delivery of the national curriculum at the classrooms level further improving children's learning outcomes.

Component 4: Strengthening the education system at the federal and member state level for improved service delivery

Subcomponent 4.1: Annual examinations for primary Grade 8 are conducted and results utilised for improving teaching practices and children's learning outcomes

Situation analysis

Learning assessment systems are fundamental to education systems as learning assessment data can be a powerful tool to improve national education systems through tracking students learning outcomes and determining how students are learning in the education system. Generally, each country's learning assessment system varies and can include national examinations, sample-based assessments and classroom-based assessment conducted by teachers. In the context of Somalia, the country is slowly rebuilding its national learning assessment systems. Prior to 1991, there were two main examinations undertaken in the country; namely, Grade 8 (primary school end) and Form 4 (secondary school end). Since the collapse of the central government in 1991, the FGS re-introduced Form 4 national examinations in the 2014/2015 academic year with 3,410 students taking the exams. In June 2019, 29,434 students (63% male, 37% female) took the secondary leaving examinations in 106 examination centers across the

four FMS and Benadir. Approximately 79% of students were from Benadir, 4% from Galmudug, 6% from Hirshabelle, 8% from South West and 3% in Jubbaland. A total of 76% of students passed the exams and 24% failed. Student pass rates were higher in humanities subjects such as languages (Somali and Arabic) and history. In comparison, students performed poorly in science subjects such as mathematics, biology and physics³⁰. The total cost associated with the Form 4 examinations in 2019 was USD 1.3million. Approximately 60% of the total cost was covered through domestic resources (government contribution/student exam fees) and 40% covered through EU support.

In 2016, the FGS and FMS MOEs signed a Cooperation Framework and Memorandum of Understanding indicating Form 4 examinations is part of the strategic mandate of the FGS MOECHE. Conducting Grade 8 examinations is part of the strategic mandate of the FMS MOEs. The FGS MOECHE provides technical support to the FMS MOEs to conduct the Grade 8 exams. Jubbaland MOE has re-introduced and conducted the Grade 8 exams for two consecutive years with 1,400 students taking the Grade 8 exam in 2018 and 2,000 students in 2019. Jubbaland MOE estimates that approximately 3,000 Grade 8 students will sit the exam in 2020. Galmudug MOE re-introduced and conducted the Grade 8 exams for the first time in 2019 with 2,500 students taking the exams. Galmudug MOE estimates 3,000 students will sit the Grade 8 exams in 2020. Hirshabelle and South West MOEs have not yet re-introduced Grade 8 exams. They plan to do so for the first time in 2020. Approximately 15,000 students will take the Grade 8 examinations in the four FMS and Benadir in 2020.

Intervention

Grade 8 examinations are a crucial assessment for students' transition from primary to secondary education therefore subcomponent 4.1 will support the FMS MOEs to conduct the annual national examinations in primary Grade 8. The annual Grade 8 examinations process takes approximately six months to complete. Exam preparations by FMS MOE's Departments of Examinations is from February to May each year. Exams are held in the first two weeks of June followed by marking of the exams and results released in July.

National examinations can be a useful source of information on students' performance; however, the data is rarely analyzed to inform policy-making. FMS MOEs will analyze the results of the exams to inform and improve teaching and learning practices with program support. The FMS MOEs will conduct a multi-year analysis of examinations result-identifying areas in which students are struggling. Comparisons will be made to understand how different groups of students are learning comparing students by gender, wealth levels, those with disabilities, displaced children and children who speak a different language at home. This information will provide insights into how to intervene to improve learning outcomes for all students. The FMS MOEs will conduct individual school level analysis of the examinations results and share the analysis with school head teachers and CECs through the REOs/DEOs/QAOs quarterly supervisory visits (subcomponent 3.1). In addition, the FMS MOEs will explore long-term sustainability of the examinations through the establishment of the exams questions databank, which will contribute to simplify the process and reduce the cost associated with it. The upcoming EU technical assistance program along with FGS

³⁰ FGS MOECHE. National examinations results report, 2019.

MOECHE and FMS MOEs staff will conduct a study on examination financing strategies, exploring options to reduce overall cost. The program will work closely with the EU technical assistance program, which will embed short-term examinations technical advisors at the FMS MOEs to strengthen the FMS MOEs Departments of Examinations capacity to lead this subcomponent.

Subcomponent 4.1 consists of the following activities:

- Embed one short-term technical examinations advisor at each FMS MOE (to be financed by the EU technical assistance program; not MCA).
- Set and produce the examinations.
- Print and pack examination papers.
- Register exam candidates.
- Conduct the examinations. This includes recruiting and training of verifiers.
- Mark examinations.
- Award certificates to exam candidates.
- Yearly analysis of exam results and publishing detailed reports outlining recommendations to improve teaching and learning per individual school.
- Establish examinations data bank (to be financed through domestic resources; not MCA).

The implementation modality is: (a) sub-grants to FMS MOEs to conduct exams process, and (b) consultancy service to analyze exam results and provide recommendations to improve teaching practices and students learning outcomes.

Subcomponent 4.2: Strengthening institutional capacity at FGS and FMS levels

Situation analysis

A number of capacity building initiatives for MOECHE and FMS MOEs staff have been conducted. These include (a) scholarships for MOECHE staff to study master's programs and postgraduate diplomas in education; (b) short-term skills development trainings conducted for education personnel; (c) embedding technical advisors/officers at FGS and FMS levels; and (d) paying top-up incentives to directors of departments and other ministry personnel³¹. The ongoing ESPIG, the World Bank's RCRF program and other partner programs contribute to supporting staff salaries/top ups, embedding technical advisors, providing logistical support and other capacity building activities at the FGS and FMS levels. However, additional efforts are needed to strengthen the capacity of FGS MOECHE and FMS MOEs.

Throughout the MCA program, capacity building is not limited to subcomponent 4.2 and is spread across all other program subcomponents. Table 3 below outlines the various capacity building interventions across the various program subcomponents.

³¹ FGS MOECHE. Education Sector Analysis (2017).

Table 3. MCA components capacity building interventions

Subcomponent	Intervention	Target	Modality of capacity building
1.1: Strengthening government institutional capacity to manage the ECCE subsector.	Set up and operationalize the ECCE units within MOECHE and FMS MOEs. Embed ECCE technical officers.	Department of Formal Education at FMS and FGS level.	Embedding technical officers (human resources). Developing departmental policies, procedures, operational framework.
1.2: Improving the quality of ECCE subsector.	Train MOECHE and FMS MOEs staff.	FGS and FMS Departments of Formal Education and Department of Curriculum and Quality Assurance.	Training.
Subcomponent 2.1 Increased learning infrastructure (classrooms and WASH facilities) in selected primary schools.	Train CECs to operate and maintain the WASH facilities.	CECs (school level).	Training.
Subcomponent 3.1: School-based coaching for head teachers to improve school's performance.	Train 690 head teachers. Train REOs/DEOs/QAOs.	FGS and FMS Departments of Teachers Development. REOs/QAOs/DEOs. School head teachers (school level).	Training.
Subcomponent 4.1: Annual examinations for primary Grade 8 are conducted and results used to improve teaching practices and children's learning outcomes.	Grade 8 examinations.	FGS and FMS Departments of Examinations.	Embedding one technical officer at each FMS MOE.

The MOECHE organizational structure is as follows:

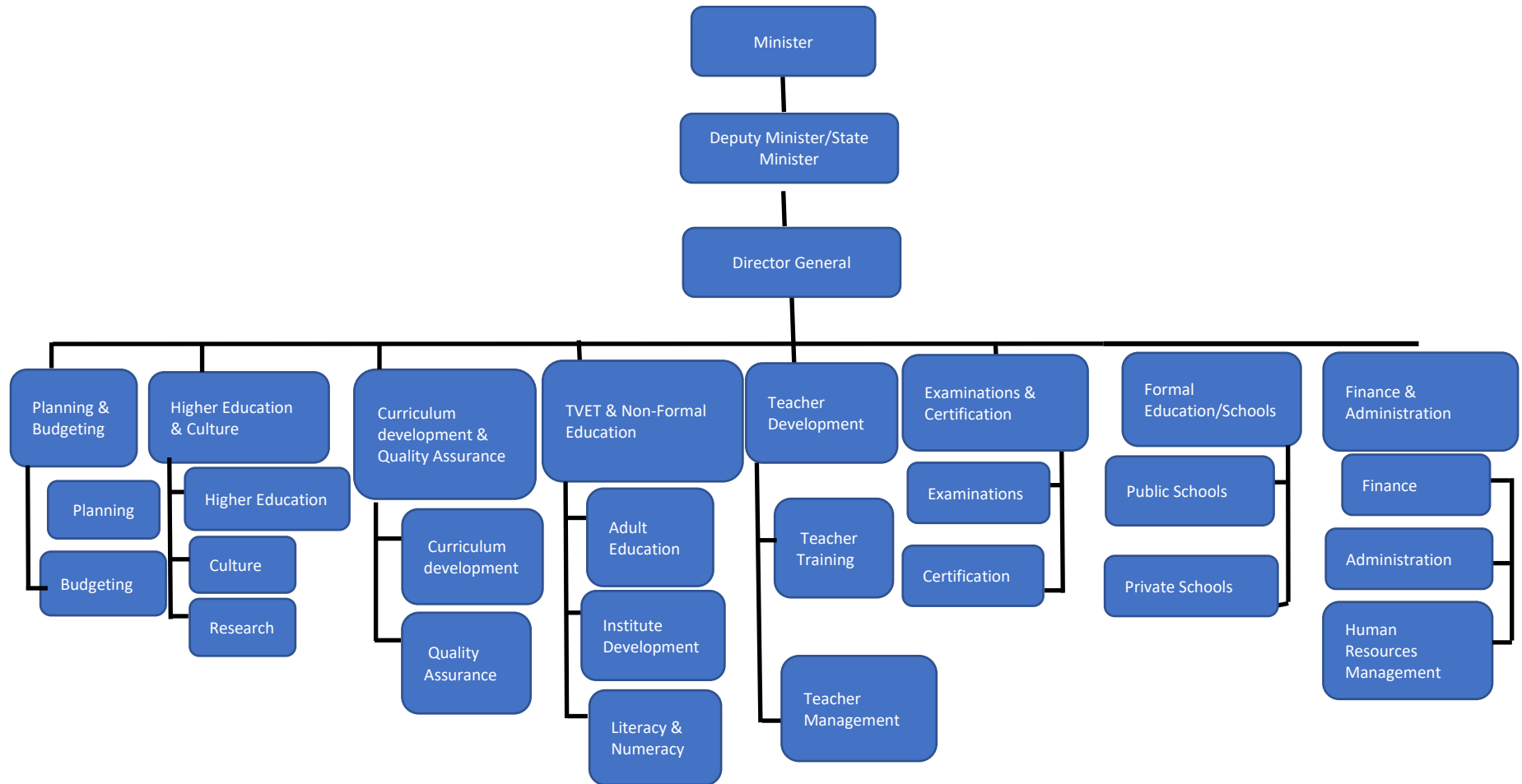


Figure 1. MOECHE organizational structure

The ongoing ESPIG conducted a capacity needs assessment in the four FMS in April 2019. Each FMS MOE has a clear organogram/structure under the leadership of a Minister of Education, Director General and Directors of Departments. The FMS MOEs have similar structures with each having a Department of Formal Education, TVET, Teacher Development, Curriculum and Quality Assurance, Examinations, Higher Education, Policy and Planning, HR, Finance and Admin. In addition, each FMS MOE has a gender and special needs unit. The main finding of the assessment was while each FMS MOE has an established structure and is overall functional, substantial capacity gaps exist. The capacity assessment found the finance and procurement sections of the FMS ministries are poorly performing scoring an average of 1.5 out of a total score of five. Another key finding was the limited availability of facilities to enable ministry staff to do their day-to-day jobs. The assessment found that:

- The Regional Education Office (Galguduud REO office) houses the Galguduud MOE with inadequate office space to accommodate the core ministry staff.
- The Jubbaland MOE is housed at the former Somali fruit warehouse (formerly Italian owned company). The building is in poor condition and offices previously used by staff have been vacated due to a curving in the upper part of the building. Currently, all ministry staff work in a former warehouse.
- The Hirshabelle MOE currently operates from rented premises that do not have adequate space to accommodate the core staff.
- The South West MOE is housed by another governmental institution (central bank) and has three small size rooms. There is no space to accommodate most ministry staff.

Overall, the lack of facilities and office space were identified as a real issue hampering the functioning of the FMS MOEs and affecting their long-term capacity to manage the education sector at the state level.

Intervention

This subcomponent will enhance staff capacity at the FGS and FMS levels to effectively manage and monitor the education sector. Activities will be (a) improving managerial performance through professional training for staff at Director of Department level; (b) establishing stronger systems by constructing ministry facilities; (c) addressing specific gaps in human resources through embedding technical advisors/officers at FMS MOEs; and (d) improving decentralized sector coordination through supporting the functioning of the ESC at FGS and FMS levels.

Investing in improving the capacity of the available human resources is one of the key ways to improve educational provision and management in a sustainable manner. The ongoing ESPIG provides coaching to MOECHE and FMS MOEs staff on planning and budgeting processes. The ESPIG also provides training to staff on policies, regulations and policy implementation mechanisms. The program recognizes the need for a more systematic and formal approach to training and capacity building. Therefore, program staff will identify and work with an appropriate institution (e.g. Kenya School of Government) to develop a tailored formal training program for the Directors of Departments at the MOECHE and FMS MOEs in project management, public financial management, leadership skills and English language – which are areas where there is the weakest capacity. The main capacity-building objective is to enhance the practical skills and knowledge of ministry staff. Trainings will vary in length between six to 12 months and each participant will receive a certificate upon course completion. Training will be mandatory for all Directors

of Departments at the MOECHE and FMS MOEs and they will be required to commit to continue working for the ministries for a minimum of three years after completing the training courses.

In addition to formal training, this subcomponent will also strengthen the available ministry facilities by constructing adequate office spaces for two FMS MOEs. The program will construct one building consisting of a minimum of 20 office rooms (including bathrooms, meeting halls, purchase of furniture, security reinforcements) for two FMS MOEs. At the FGS level, the existing facilities are overcrowded and as such, the program will construct an extension office (includes office rooms/bathrooms, purchase of furniture, security reinforcements) and cover the cost of ICT connectivity.

The ongoing ESPIG has embedded one procurement technical advisor and one finance officer at the FGS MOECHE and this has proven to be critical in enabling the program to channel funds successfully through the TSA at FGS level. Building on this lesson learned and based on the ESPIG capacity assessment results, one senior technical advisor specializing in finance and procurement will be recruited and deployed to each FMS MOE. Embedding technical advisors in finance and procurement at the FMS level will be critical for the success of both the existing ESPIG as well as the MCA program. The FMS MOEs will implement part of the program activities and funds will be channeled by both CARE and SC through the TSA accounts at the FMS levels, therefore embedding technical advisors will be critical to strengthen the capacities of the FMS ministries and to enable the GPE-funded programs to successfully channel funds using country systems. In addition, to support the FMS MOEs to lead direct implementation of certain MCA program components, the program will embed technical officers in the Departments of Schools/Formal Education (component 2) and the newly established ECCE units (component 1). The technical officers will be recruited from the pool of young local graduates through a merit based open process. At the end of the program, each FMS MOE commits to absorb the officers as civil servant ensuring long-term sustainability and retention of technical capacity in the state. Each technical officer will address capacity gaps in each department and support MCA program implementation.

In addition to embedding technical advisors and officers at the FMS level, this subcomponent will also enhance sector coordination by ensuring MOECHE conducts monthly ESC meetings. Quarterly ESC meetings at each FMS will also be held.

Implementation will be: (a) consultancy service to an institution to deliver professional training for Directors of Departments; (b) sub-grants to FGS MOECHE and FMS MOEs to recruit technical officers/advisors and support salary costs; (c) construct FMS/FGS offices through direct implementation by SC, and (d) sub-grants to MOECHE and FMS MOEs to facilitate monthly FGS level ESC meeting and quarterly FMS level ESC meetings.

Complementarity

The ongoing ESPIG supports the FGS MOECHE and FMS MOEs to develop MLA standards for Grade 1-4 Somali language and mathematics based on the broad national curriculum. Two rounds of national assessments will be conducted with an estimated sample of 2,500 students. The MLA assessments' results coupled with the Grade 8 examination results will inform targeted pre-service and in-service teacher

training across the country. Training will be tailored to address gaps in children's learning and help inform quality assurance monitoring visits to schools. Both components will build on the lessons learned from CARE, Concern, UNICEF, World Vision and Relief International's MLA assessments. Subcomponent 4.1 is linked to the EU support to exams in particular the provision of technical assistance to improve learning assessments and harmonize national examinations systems. The upcoming EU technical assistance program will embed a learning assessment and examinations expert in the MOECHE. It will support the examinations management and administration through (a) development of a national assessment framework; (b) establishment of inter-state examination boards; (c) strengthening examination board capacities by training, mentoring and coaching; (d) developing robust and diversified financing strategies for exams; (e) facilitating experience and best practice exchanges across the region. The MCA program will work closely with the EU to harmonize approaches and exchange lessons learned. Sub-component 4.2 leverages the investment made by the ongoing ESPIG, EU support, USAID, the World Bank's RCRF program and other sector partners. Subcomponent 4.2 underpins all other program component by strengthening the capacity of the MOECHE and FMS MOEs to manage the education system. The MCA program team will coordinate closely through the ESC with other sector partners to avoid duplication and harmonize capacity-building approaches.

5. Results Framework

Overall objective: Increased capacity of the education system to expand equitable access to quality ECCE and primary education services in Southern and Central States in Somalia.							
Indicator	Source of Data	Periodicity	Baseline	Milestone 2020	Milestone 2021	Milestone 2022	Target
Component 1	Increasing equitable access to and quality of early childhood care and education services						
% increase in gross enrolment of ECCE learners enrolled in Quranic schools	EMIS, school records, baseline, final evaluation	Annually	TBD	-	3% above baseline	5% above baseline (50% girls)	
	Subcomponent 1.1: Strengthening government institutional capacity to manage the ECCE subsector						
ECCE units established and functioning	Activity report, program monitoring reports	Annually	0	Department structures in each of the four states and Benadir (5 units)	5 units fully operational with guidelines		5 units
	Subcomponent 1.2: Improving the quality of ECCE subsector						
Published curriculum framework is available	Curriculum document, activity report, program monitoring reports	Annually	0	0	Curriculum framework endorsed (1)		1
Number of ECCE teachers trained	Training reports, MOECHE reports	Annually	TBD	0	0	50 (50% female)	50
	Subcomponent 1.3: Increasing access to ECCE through the expansion of infrastructure in existing traditional Quranic schools						
Number of ECCE classrooms constructed in existing Quranic schools	School records, project monitoring	Annually	0	20	30		50

	reports and MOECHE reports						
Component 2	Increasing equitable access to quality primary education for out-of-school children						
% increase in gross primary enrolment from the baseline, disaggregated by gender and inclusion (different abilities)	EMIS, Program baseline	Annually	23%	3% increase above baseline (50% girls)	5% above baseline	6% above baseline (50% girls; 60% rural children)	6% above baseline
Cumulative number of equivalent children supported for a year of basic education (primary) disaggregated by location and gender	School registers, EMIS and project reports	Annually	TBD	28,000	28,000	28,000 (50% girls; 60% rural children)	28,000 children
	Subcomponent 2.1: Increased learning infrastructure (classrooms and WASH facilities) in selected primary schools						
Number of new classrooms constructed.	School records, Project reports and MOECHE reports	Annually	TBD	300	100	0	400
Number of classrooms rehabilitated.	School records, project reports and MOECHE reports	Annually	-	150	150	0	300
Number of schools with gender segregated WASH facilities constructed/rehabilitated	School records, Project reports and MOECHE reports	Annually	-	150	150	0	300 schools
	Subcomponent 2.2: Increased access to primary education for children with disabilities						
Number of children with disabilities supported with assistive devices	Beneficiary lists, School records, MOECHE reports, program reports	Annually	TBD	150	100	50	300
Component 3	Enhanced quality of education and children's learning outcomes						

% of children in Grade 3 achieving minimum proficiency in reading and math from the baseline by 2022	Annual EGRA, EGMA assessment	Annual		3% increase above baseline	5% above baseline	5% above baseline (50% girls)	5% above baseline
Subcomponent 3.1: School-based coaching for head teachers to improve school's performance							
Number of head teachers trained	Project reports, training reports	Quarterly	TBD	-	690	690	690
Subcomponent 3.2: Review of textbooks content for Grade 1 to Grade 8							
# Number of textbooks (subjects) reviewed	Activity reports	Annually	TBD	8 subjects	0	0	8 subjects
Subcomponent 3.3: Promoting a culture of literacy at the school level							
Number of libraries constructed and furnished	Project reports, School visit reports	Annual	TBD	25	25	0	50
Subcomponent 3.4: Increasing access to safe and protective learning environments for Somali children							
Assessment mapping child protection service	Assessment report, MOECHE reports	Annual	TBC	0	1	0	1
Number of child protection focal points appointed, trained in PSS First Aid	Activity report, MOECHE reports	Annual	TBC		150	150	300
Component 4 Strengthening the education system at the federal and member state level for improved service delivery							
Strengthened national assessment framework	EMIS, examinations report	Annual	-	-	Four FMS successfully undertaking Grade 8 examinations	Four FMS undertaking Grade 8 examinations	4
% of MOECHE/FMS MOEs staff demonstrating improved competencies	Pre and post training tests, project reports,	Annually	-	25%	30%	35%	35%

	MOECHE reports						
Subcomponent 4.1: Annual examinations for primary year 8 are conducted and results utilized for improving teaching practices and children's learning outcomes							
Number of grade 8 students registered and sat grade 8 primary leaving examination on annual basis	EMIS, School records; examination report; examination register	Annually	TBD	15,000	15,000	15,000	45,000 (45% girls)
Subcomponent 4.2: Strengthening institutional capacity at the FGS and FMS levels							
Number of MOECHE and FMS MOE staff trained	Training reports, program reports, MOECHE reports	Annually	0	10	10	5	25
Number of monthly and quarterly ESC coordination meetings at Federal level supported at FGS and FMS level	ESC meeting minutes	Monthly for FGS & Quarterly for FMS	0	10	10	10	30
Number of MOECHE/FMS facilities rehabilitated/constructed	Program monitoring report, MOECHE reports	Annually	-	1	2	0	3

6. Program Monitoring, Accountability and Coordination

Monitoring, accountability and evaluation are the key components of the program's Quality Assurance and link to the outcome and output indicators articulated in the program's Results Framework in Section 5 of the application.

Data types, sources and quality: The program will collect both primary and secondary data through multiple sources. The program will collect primary impact data and supplement it with secondary data from other sources such as the annual school census (EMIS), reports, and data from other relevant projects. Data sources will be triangulated using a mixed methods methodology including inputs from the ongoing ESPIG, MCA and other complementary programs. Program data sources include: Annual school census (EMIS data), monitoring reports, third-party monitoring, feedback and complain response mechanism (FCRM), pre- and post-training assessments, enrolment and attendance records during school monitoring, results from quarterly supervisory visits to schools, training reports, distribution records, annual Joint Review of the Education Sector, baseline, mid-term and final evaluations. The program monitoring system will strengthen the MOECHE and FMS MOEs internal monitoring systems and feed into the monitoring of the wider ESSP progress through the annual Joint Review of the Education Sector, the EMIS Education Statistics Yearbook and quarterly supervisory visits to schools. The program will coordinate with other partners through the ESC to obtain secondary data for triangulation, comparison and validation of data. The program will ensure primary data collected as well as secondary data will be crosschecked ensuring the accuracy, relevance and quality. The SC MEAL team will assess data received ensuring quality and reliability. The Program Management Unit (PMU) team, MOECHE, FMS MOEs, CARE, Concern and SC MEAL team will collect data. SC's MCA fits into the wider ESPIG-established M&E system. Where possible, SC will use the established data collection protocols and tools. MCA data collection will vary depending on the data source and where possible the two GPE-funded programs will collect data jointly. Data collection frequency for the indicators is outlined in the Results Framework in Section 5.

Monitoring and evaluations team: The program will recruit a dedicated full time M&E specialist. The position will sit within the existing PMU team. The new M&E specialist will work closely with the M&E technical advisor from the ESPIG is currently sitting in the MOECHE. The embedded M&E TA is currently the lead in designing and managing the ESPIG and MOECHE M&E systems, leading routine monitoring and data collection activities. Where possible, the MCA will fit into this wider established M&E system. In addition, SC has a dedicated MEAL and research manager and MEAL officers who will dedicate 20% of their time to support the MCA program M&E.

Joint program monitoring and evaluation: PMU, MOECHE and FMS MOE teams supported by the SC's internal MEAL team will conduct regular monitoring visits to ensure program subcomponents are on target and meeting output and outcome targets in relation to the established baseline data. The SC MEAL team will work with the PMU team to develop an integrated quarterly monitoring plan covering both parts of the GPE-funded program. Different monitoring tools will be used, including Quality Benchmark Monitoring (quarterly) tools, the QLE assessment checklist (annually), and routine school monitoring by the program team. Where possible, resources will be pooled and joint monitoring will be conducted on both programs. External evaluators will conduct the baseline, midline and final evaluations. The baseline will enable the PMU team to adjust some of the indicators and program

targets in the Results Framework. The mid-line evaluation will assess progress against program components. Results from both evaluations will be presented to the Program Steering Committee (PSC) and ESC. The final evaluation will establish program impact and the degree to which the program met its intended goals and objectives. The MCA program will also use data gained from the baseline, midline and final evaluations of the ongoing ESPIG implemented by CARE. Where possible, both programs will conduct joint monitoring and supervision visits and utilize the same Feedback and Complaint Mechanism currently being designed by the ongoing ESPIG.

Joint reporting: The PMU will prepare joint annual (narrative only) reports for the two GPE programs. The two Grant Agents will have separate financial reports. Reports will flow from the PMU to the PSC, ESC and JRES. The PMU team will also produce joint knowledge and learning products for both programs. Program findings (e.g. evaluation and other studies) will be shared through the ESC.

Quality learning environment: The Quality Learning Environment (QLE) is SC's program design and monitoring framework. It is a holistic approach to delivering quality education in ECE and basic education settings. The QLE framework promotes a high quality learning environment and, consequently, better learning outcomes for all children. The QLE framework is used to design and monitor programs, and based on the following principles:

- Principle 1: Learning environments must ensure children's emotional and psychosocial protection.
- Principle 2: Learning environments must be physically safe.
- Principle 3: There must be an active, child-centred learning process.
- Principle 4: Parents and communities must actively support the children's learning process.

In MCA, QLE will monitor the extent to which education programs achieve the guiding principles of the QLE framework once implemented. It is key to produce evidence that programs contribute to improvements in children's learning outcomes. Under each of the QLE's guiding principles is a set of criteria used to measure the degree to which a learning environment is progressing towards or achieving the guiding principle. Each of the criteria is scored on a scale of 1-4, where a score of 1 means "not achieved" and a score of 4 means the criteria is "fully achieved". The MOECHE, FMS MOEs, ESC partners and other key stakeholders from schools and learning environments will take part in the QLE planning, data collection and analysis process. SC will recruit data enumerators, train them and work with them to collect data. The SC MEAL team together with the PMU team will analyse the data and share the report widely through the ESC.

Quality benchmark monitoring (QBM): Quality benchmarks are activity-based points of reference against which basic quality of program interventions are assessed. They are a higher level of monitoring focused on quality standards that can be achieved in a given context for the core interventions or activities. Quality benchmarks are sets of requirements or checklist that need to be completed for adequate and quality implementation of an activity or process to achieve a particular level of project implementation standards. A QBM for the MCA will be developed and monitored quarterly by the SC MEAL and MCA teams.

Quarterly program review meetings: To provide accountability, the MCA program will facilitate joint two-day quarterly program review meetings including both GPE-funded programs, the Coordinating Agency, CARE, Concern, MOECHE, FMS MOEs and SC teams. The agenda will include progress made

on the implementation of the planned activities, meeting milestones, discussing any bottlenecks and any necessary adaptations to program implementation. The meeting will also generate possible recommendations and actions to put the implementation on track.

Adaptive programming: In the context of Somalia, program adaptation is important to ensure effective implementation, especially as rapid changes can occur in the local context due to various emergencies such as droughts, floods and/or conflict. In addition, the education system is still developing and changing as part of the wider reconstruction across the country. The program will be responsive to changes happening locally and will use findings from the monitoring exercises to inform adaptive management of the program. Monitoring results will allow the PMU team to consider any emerging issues that affect program implementation and will suggest minor adaptations to activities for the approval of the Program Management Committee (PMC). The ESC and Coordinating Agency will be kept updated on any changes made to program activities because of changes on the ground. Any non-minor changes to the program will be discussed with the Coordinating Agency, ESC and GPE prior to implementation.

7. Implementation Modality

The MCA program will use the same program management and governance structures established by the current ESPIG implemented by CARE. Figure 2 below outlines the program management structure consisting of a single PSC, PMC and PMU.

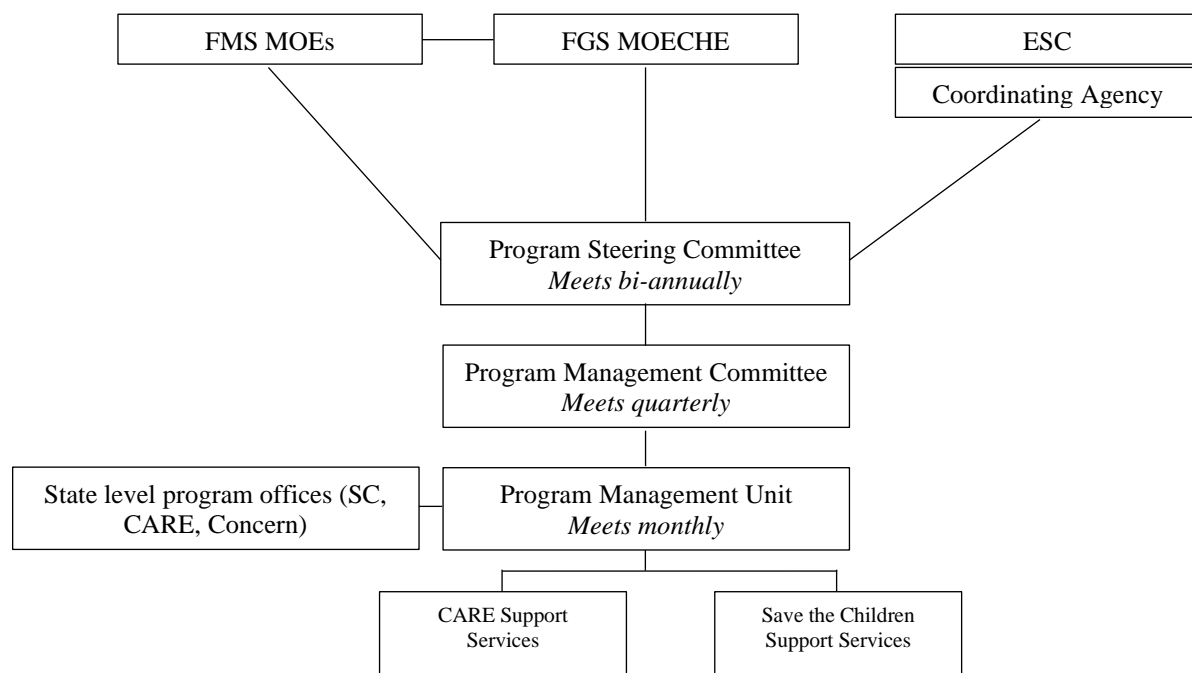


Figure 2. ESPIG/MCA Program management structure

Chaired by the Federal Minister of Education, the PSC meets on a bi-annual basis. The PSC consists of the FMS Ministers of Education, Coordinating Agency representative (EU), Grant Agents Country Directors (CARE/SC) or representative and three representatives from the ESC for coordination and

complementarity. The PSC is responsible for program governance, strategic direction and oversight, guidance and high-level risk management, monitoring and facilitating effective working relationships between the Grant Agents and the MOECHE/FMS MOEs.

The PMC meets quarterly and provides a platform for the collaborative management and joint decision making of the program. The FGS Director General chairs the PMC and includes the four FMS Director Generals, heads of relevant MOECHE departments and Program Director. The PMC provides collaborative management of program activities, decision-making around co-design and co-management of activities including the annual work plan and budget, co-monitors program activities, conducts quarterly progress reviews, makes joint decisions on issues pertaining to implementation and ensures open communication and maximum accountability.

The PMU is based in the MOECHE and is responsible for technical oversight and support to the MOECHE and FMS MOEs, partner coordination, ESPIG and MCA financial and administrative management, program activity monitoring and reporting to the GPE. At MOECHE request, the PMU will be responsible for the coordination of the implementation of all activities funded under the MCA, therefore ensuring alignment across both Grant Agents (CARE and Save the Children). As PMU head, the Program Director is responsible for strategic direction of the ESPIG, operates across both Grant Agents and leads coordination with the MOECHE and FMS MOEs. Major activities include planning; adaptive management processes; M&E coordination; coordination with and reporting to the ESC on program activities and challenges; providing strategic guidance to the PSC; overseeing JRES preparations; staff and activity management and reporting. The Program Director will be responsible for the overall management of the two GPE-funded programs. In terms of contractual arrangement, the Program Director's contract is hosted by CARE and the post holder has financial oversight of the CARE implemented GPE program but has only technical oversight (no financial oversight) of the MCA implemented by Save the Children. The Program Director position has a dual reporting line to SC and CARE and the post holder reports to and is accountable to both Grant Agents as outlined in the PMU structure in figure 3. The PMU team receives support from CARE and Save the Children Somalia Country Offices including specialists in education, procurement, MEAL, grants and financial management services. The PMU will also be supported by SC and CARE/Concern regional state-based offices in Baidoa, Beledweyne, Kismayo, Galkacyo, and Mogadishu to oversee program implementation. The PMU organogram is captured in figure 3 below and the PMU team consists of:

- Program Director.
- GPE program manager (SC).
- Education manager (CARE).
- Education manager (Concern Worldwide).
- GPE Coordinator (MOECHE).
- Education technical advisors (teacher development, M&E, coordination and finance and procurement) (MOECHE/FMS MOEs).
- Four education officers (SC).
- Senior Grant officer (CARE).
- Four GPE coordination focal points (FMS MOEs).

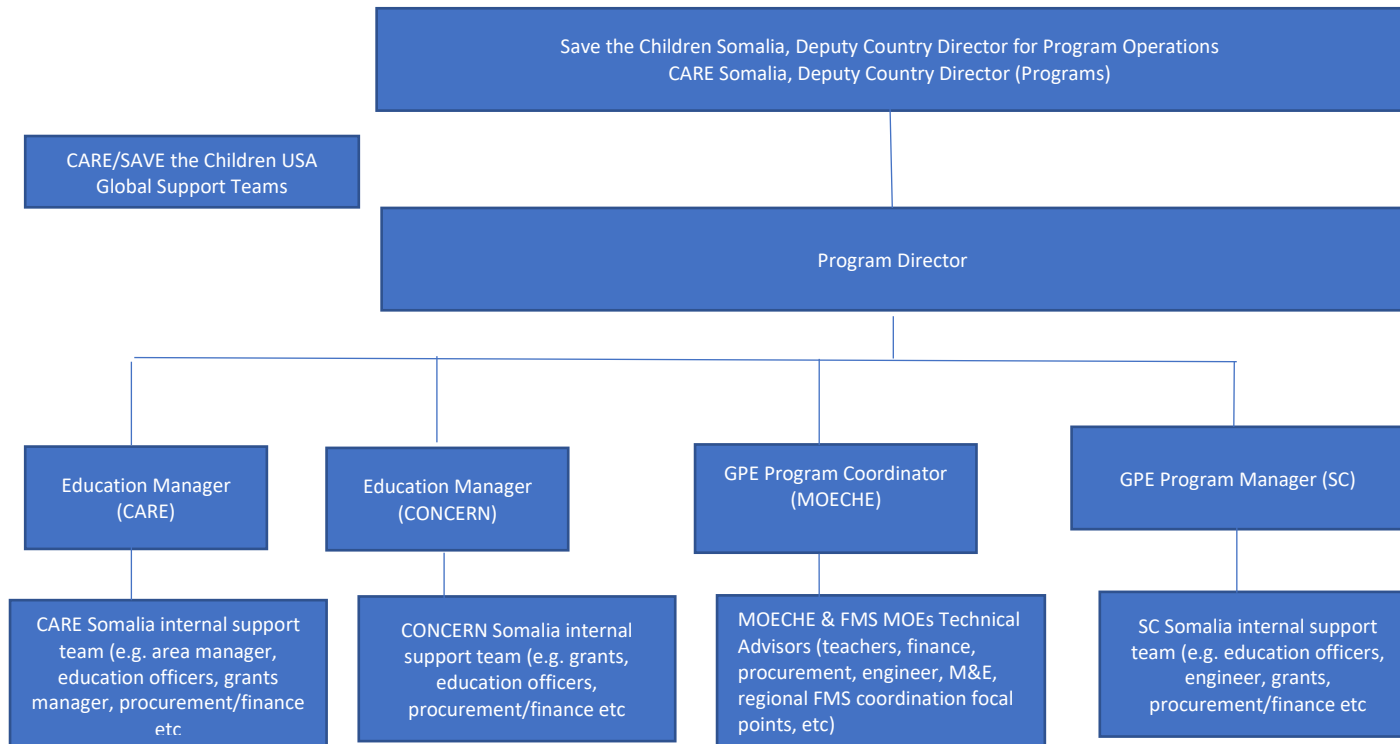


Figure 3. PMU structure

Administratively, CARE (and subcontractor Concern) and Save the Children are each responsible for the implementation of their program activities using their respective program procurement and financial management systems.

FGS MOECHE and FMS MOEs

The FGS MOECHE has the overall ownership and co-responsibility for the design and implementation of MCA activities. The Director General is MOECHE focal point responsible for ensuring program delivery. SC will sign a partnership agreement with the MOECHE and FMS MOEs laying out the responsibilities of all parties. The FGS MOECHE will be responsible for direct implementation of a portion of the MCA program as per the agreed-on implementation plan. The FMS MOEs are also responsible for direct implementation of a portion of the program at their respective states through their structures at the state, regional and district level. Each FMS MOE will develop their detailed implementation plan working closely with the MOECHE and PMU team. The existing ESPIG supports 14 REOs and 14 QAOs as well as providing top ups for staff in the relevant directorates at the FMS MOEs. In addition, SC is further embedding technical officers in the relevant departments at the FMS MOEs to increase their capacity for program implementation. At the FGS and FMS levels, the main departments responsible for program implementation are (a) Department of Schools (includes special needs unit, ECCE unit and school construction unit); (b) Department of Curriculum and Quality Assurance; (c) Department of Teachers' Development; (d) Department of Examinations; (e) Department of Policy and Planning; and (f) Department of Admin and Finance. SC will sign a tri-partite partnership agreement with each FMS MOE together with the MOECHE.

Grant Agent

As the Grant Agent, SC works closely with the MOECHE to develop the grant application, disburse funds to the MOECHE and provide overall fiduciary oversight of the program. As Grant Agent, SC supports the day-to-day program implementation, financial management, procurement and asset management, program monitoring/evaluation, communications and coordination with stakeholders, sub-contracting of activities to the MOECHE and FMS MOEs and ensures quality program implementation. The SC country office's senior management team ensures the overall technical quality, compliance, security and risk management.

SC has a streamlined and transparent procurement process in place that guides all goods and services procurement. SC has an online procurement system with an audit trail from requisition to approvals; the approval system includes procurement thresholds and financial scheme of delegations. There is a procurement committee comprised of finance, logistic and program staff in every field office that evaluates and passes recommendations and reviews and approvals made by next higher-level personnel. The area supply chain and the national supply chain managers provide technical reviews on procurement processes and further advice on any gaps or correction through the online system. There are also dedicated infrastructure/civil engineers who technically supervise and oversee any construction works the organization undertakes. SC uses a global construction manual to assure quality of constructions standards. SC's Engineer monitors process of each stage and certifies the construction work. SC has construction benchmarks for quality certification that includes local practice, hazard assessment, community participation and long-term sustainability of the construction. In addition, SC has a strong financial management system. Each area office has a dedicated Finance Manager who leads the overall funds management, prepares budgets, financial reports and ensures donor compliance adherence. The Finance Director also provides overall oversight on financial management and systems control. All senior staff are trained on financial management as well as the requirements and guidelines of the specific donor. SC has an archive department and a document retention policy of seven years from the end of each project.

SC uses a sub-grant agreement with local partners, clearly capturing the role and responsibility of each partner. The sub-grant agreement indicates if there are any financial commitments between SC and the partner organization and the necessary documentations for the financial commitments. SC's financial and procurement policies formulate the basis for partner liquidations. Partners are required to provide financial liquidations on a monthly basis. SC finance officers review all documentations submitted by local partners on a monthly basis.

SC will source and purchase goods and services that provide good value for money through procurement process which are fair and transparent. SC will strive to achieve value for money for the financial resources and budgets that are available to spend.

Save the Children Federation, Inc. (SC/US) (Grant Agent)

SC/US provides financial and technical support to the MCA grant working in collaboration with the SC Country Office. SC/US also provides technical report reviews, education technical expertise throughout the design and implementation process, and evaluation of the program. SC/US also reviews financial reports and ensures GPE reports are submitted in a timely manner.

Coordinating Agency

The EU is the Coordinating Agency for the GPE funded program in Somalia. As Coordinating Agency, the EU plays a facilitating role in the implementation of the GPE program ensuring mutual accountability and transparency across the partnership. The Coordinating Agency is a member of the Program Steering Committee.

Education Sector Committee

The ESC is a platform for information sharing and coordination of education partners to avoid duplication of efforts in terms of technical and financial inputs. ESC coordination meetings are monthly, chaired by the MOECHE, and co-chaired by UNICEF. The ESC plays an important role in increasing the transparency and mutual accountability among all education partners as well as providing a key oversight role in the implementation and monitoring of the ESSP. The PMU will report quarterly to the ESC on grant implementation. SC, CARE and Concern are members of the ESC.

8. Disbursement Modalities

SC as the Grant Agent will receive funds from GPE in line with the grant agreement. SC will sign a Partnership Agreement with the Federal Government's MOF and MOECHE defining the roles and responsibilities of each party. SC will provide sub-grants to MOECHE and FMS MOEs to implement activities as per the agreed implementation plan captured in the MOU and sub-grant agreement. SC will use its financial management procedures and standards in the procurement of goods and services under this MCA grant. SC financial management standards will be applied to the sub-grants disbursed to the MOECHE and FMS MOEs. In addition, the National Public Financial Management (PFM) Act and the National Procurement Bill #22 will be applied to the sub-grants managed by the MOF/MOECHE. At the FMS level, each FMS has passed a PFM Act at state level that is aligned with the national PFM Act – the portions of the grant disbursed to the FMS MOEs will be subject to both the national and

state level PFM Acts. Based on the National Procurement Act, the MOECHE can handle procurements less than USD 100,000 in value. For this type of procurement, the MOECHE and the Grant Agent will form a joint procurement committee. Any procurement at or above the value of USD 100,000 is directly handled by the MOF's Directorate of Procurement, who sets up a joint procurement committee consisting of the Grant Agent, MOECHE and MOF. In addition, the MOECHE and SC will also form joint procurement committees for the procurement of goods and services under the MCA portion directly implemented by SC. At the FMS level, the FMS MOF, FMS MOE and Grant Agent jointly handle all procurement.

All funds disbursed to MOECHE and FMS MOEs will be disbursed through the TSA, held by the MOF and Central Bank, as per the tri-partite agreement to be signed between SC, MOF and MOECHE. At the FGS level, SC will transfer funds to the FGS MOF held TSA account. At the TSA, disbursement authorization goes through a two-tier system, which are the warrant authorization system and payment authorization system. The MOECHE Director General, MOF Budget Director, Accountant General and Auditor General are involved (and provide approvals) in the warrant authorization and payment authorization systems. Once the warrant is approved and uploaded into the system, the payment authorization is processed and approved. Disbursement is then made from the TSA directly to the vendors through the Central Bank. All entries from the budget to final payment are posted to the SFMIS. The Statutory Auditor will audit the funds allocation under the MOECHE/TSA. In addition, the Grant Agent will engage internal and external audits of the program. At the FMS level, the FGS MOF transfers funds as per the implementation plan to FMS MOFs TSA accounts. At the FMS, a similar system is used where payments are processed jointly between the FMS MOE and FMS MOF. Table 4 below summarizes the disbursement modalities per component.

Table 4. Disbursement amounts/modalities per component

Component	Total Amount (USD)	Total sub-grant to MOECHE	Total sub-grant to FMS MOEs	Direct implementation by SC
Component 1	1,332,470	494,954	197,116	640,400
Component 2	8,765,200	0	303,000	8,462,000
Component 3	2,248,790	1,203,790	0	1,045,000
Component 4	3,053,150	325,450	2,727,700	0
Component 5	1,000,390	75,000	0	925,390
Operations cost	3,600,00			3,600,000
Total	20,000,000	2,099,194	3,227,816	14,672,990
Percentage of allocation per partner		11%	16%	73%

9. Implementation Plan

	Targets	Y1				Y2				Y3		Implementing Agency	
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2		
Component 1	Increasing equitable access to and quality of Early Childhood Care and Education Services												
Subcomponent 1.1	Strengthening government institutional capacity to manage the ECCE subsector												
1.1.1	Establish ECCE units within MOECHE and FMS MOEs (conduct total of 5 workshops)												MOECHE/FMS MOEs
1.1.2	Recruit ECCE coordinators												MOECHE/FMS MOEs
1.1.3	Recruit and embed four ECCE officers (one at each FMS MOE)												MoECHE/FMS MOEs
1.1.4	Development of unit structure, policy, guidelines, operating procedures and work plans/priority areas for action												MOECHE/FMS MOEs
1.1.5	Conduct one study tour to a neighboring country and document lessons learned												Save the Children
1.1.6	Establish national ECCE task force (conduct one workshop)												MoECHE/FMS MOEs
1.1.7	Facilitate quarterly national ECCE task force meetings												MOECHE/Save the Children
Subcomponent 1.2	Improving the quality of ECCE subsector												
1.2.1	Design and conduct community awareness/dialogue												MOECHE/FMS MOEs
1.2.2	Capacity building/training for MOECHE Curriculum Department staff												MOECHE/FMS MOEs/SC
1.2.3	Recruitment of subject specialists/experts to develop ECCE curriculum												MOECHE/Save the Children
1.2.4	Develop and endorse the national ECCE curriculum framework												MOECHE/FMS MOEs
1.2.5	Develop ECCE training modules aligned with curriculum framework												MOECHE/FMS MOEs

Subcomponent 2.2	Increased access to primary education for children with disabilities												
2.2.1	Annual screening/assessment for children with disabilities or special needs in schools												MOECHE/FMS MOEs
2.2.2	Provision of equipment and assistive devices to children with disabilities in supported schools												Save the Children
2.2.3	Conducting enrolment drives targeting special needs children												MOECHE/FMS MOEs
Component 3	Enhanced Quality of Education and Children's Learning Outcomes												
Subcomponent 3.1	School-based coaching for head teachers to improve school's performance												
3.1.1	Review workshop of available data, identifying key gaps and discussing content of head teachers training/coaching												MOECHE/FMS MOEs
3.1.2	Training manual/coaching protocol developed												MOECHE/FMS MOEs
3.1.3	Training provided to REOs/QAOs												MOECHE/FMS MOEs
3.1.4	Training provided to head teachers by the Somali National University during school breaks												MOECHE/FMS MOEs
3.1.5	School-based coaching provided to 690 head teachers by REOs/QAOs during supervisory visits												MOECHE/FMS MOEs
Subcomponent 3.2	Review of textbooks content for Grade 1 to Grade 8												
3.2.1	Consultation workshops with sample teachers/students												MOECHE/FMS MOEs
3.2.2	Review of textbooks content for grade 1 to grade 8 (external consultancy)												MOECHE/FMS MOEs
3.2.3	Updating textbooks content												MOECHE/FMS MOEs
Subcomponent 3.3	Promoting a culture of literacy at the school level												
3.3.1	Selecting target 50 schools												Save the Children
3.3.2	Constructing 50 libraries in the target ESPIG schools												Save the Children

3.3.3	Procuring the necessary furniture (e.g. bookshelves, reading tables, chairs etc.)																	Save the Children
3.3.4	Purchasing/sourcing of age appropriate reading materials to stock the libraries.																	Save the Children
Subcomponent 3.4	Increasing access to safe and protective learning environment for Somali children																	
3.4.1	Mapping of existing child protection services																	MOECHE/FMS MOEs
3.4.2	Appointing child protection focal points at target schools																	MOECHE/FMS MOEs
Component 4	Strengthening the Education System at the Federal and Member State Level for Improved Service Delivery																	
Subcomponent 4.1	Annual examinations for primary year 8 are conducted, marked and results announced and utilized for improving teaching practices and children's learning outcomes																	
4.1.1	Setting and production of examinations																	MOECHE/FMS MOEs
4.1.2	Printing and packing of the examination papers																	MOECHE/FMS MOEs
4.1.3	Conducting exam advocacy campaign																	MOECHE/FMS MOEs
4.1.4	Registering of exam candidates																	MOECHE/FMS MOEs
4.1.5	Conducting the examinations																	MOECHE/FMS MOEs
4.1.6	Marking of examinations																	MOECHE/FMS MOEs
4.1.7	Awarding certificates to exam candidates																	MOECHE/FMS MOEs
4.1.8	Analysis of the exam results and publishing of detailed report outlining and recommending corrective action to improve teaching and learning per individual school																	MOECHE/FMS MOEs
4.1.9	Establishing examinations data bank																	MOECHE/FMS MOEs
Subcomponent 4.2	Strengthening institutional capacity at FGS and FMS levels																	
4.2.1	Professional training for directors of departments (FGS/FMS)																	Save the Children/MOECHE
4.2.2	Recruiting and embedding technical advisors/officers at FMS level (ECCE, examinations, teacher development, finance/procurement)																	Save the Children/MOECHE/FMS MOEs
4.2.3	Conducting monthly ESC meetings at FGS level																	MOECHE/FMS MOE
4.2.4	Conducting quarterly ESC meetings at the FMS level																	MOECHE/FMS MOE

4.2.5	Construction of FMS MOEs and FGS MOECHE offices												
5	Program monitoring, accountability and coordination												
5.1	Conducting program baseline												Save the Children
5.2	Conducting program midline												Save the Children
5.3	Conducting program final evaluation												Save the Children
5.4	Quarterly program review meetings												Save the Children

10. Sustainability

The program has embedded key sustainability strategies throughout the different components to ensure work continues beyond the lifetime of the program. The section below details the sustainability of each program component.

Component 1: Improving the quality of and access to early childhood care and education services

Foundational structures for ECCE at MOECHE and FMS MOEs will be created through the establishment of ECCE units in the Departments of Schools/Formal Education. Ministries will include the budget for maintaining the units in the annual government budget. In addition, it is planned the community awareness and dialogue will address a major cause of non-enrolment of children in ECCE. Implementation of the ECCE curriculum will continue aft the program is completed. Moreover, the newly constructed ECCE learning spaces within the existing Quranic schools will continue to be used and managed by the communities after the program is completed. The community will take up the management and maintenance of the ECCE hubs within the Quranic schools, ensuring the long-term sustainability of component 1.

Component 2: Increasing the equitable access to quality primary education

Communities and the government will be expected to continue to manage the schools once the program has ended. Communities in Somalia have shown to be able to sustain external investment. The government will take responsibility for conducting quarterly quality assurance visits and to integrate the schoolteachers into the government payroll in the long term. In addition, the community awareness raising (rural communities and targeting children with disabilities) will have sustained effects beyond the lifetime of the program as they tackle some of the root causes for children not attending school. The provision of assistive devices and the support to children with disabilities might not be sustained beyond the lifetime of the program. Further donor support will be required.

Component 3: Enhancing the quality of education and children's learning outcomes

Under component 3, the capacity building of head teachers and REOs/QAOs will have sustained effects beyond the life of the program. MOECHE and FMs MOEs will use the training and coaching materials on a continuous basis. As well, the review and update of students learning materials (grade 1- grade 8 textbooks) will have sustained effects beyond the program life. Investment made by the program in constructing libraries and training CEC and head teachers will have a long term sustained effect on reading culture in schools. The study on factors influencing national learning outcomes will also have a lasting effect, as the government will design strategies to tackle the root causes of poor learning outcomes.

Component 4: Strengthening the education system at the federal and member state level for improved service delivery

While the annual examinations are a costly exercise that will require donor support beyond the life of the program, the program will improve the capacity of the FMS MOEs departments to conduct national examinations, build in-house technical capacity within the government. Directors of departments will be trained and technical advisors and officers will be embedded into ministry offices increasing its capacity. Ministry facilities will be increased allowing staff to be perform their work. All

these investments will have a lasting impact on improving the capacity of the ministry to be able to manage and monitor the education sector.

Institutional and technical sustainability

The MCA program will channel 27% of the total funds through the FGS TSA and FMS TSAs using in-country procurement and financial systems further strengthening government institutions. The GPE funded programs (ESPIG and MCA) are the first donor funded education programs to use the TSA for program activity implementation. The World Bank's RCRF program is the only other education program using the TSA but only for the payment of salaries (not program activity implementation). In addition, the MOECHE and FMS MOEs are taking the leadership in program implementation (with the support of the program team) further building the capacity of ministry staff in program management and implementation. Moreover, all capacity developed through the training of REOs, QAOs, DEOs, head teachers, and department directors will remain within the local education system and will outlast the lifetime of the MCA program.

11. Risk and Mitigation

The risk matrix below summarizes the general risks that can arise during the timeline of program implementation, the risk rating and the mitigation measures put in place.

Risk	Risk rating before mitigation	Mitigation measures	Risk rating after mitigation
Political instability reduces the government's commitment to the program	Medium	<p>SC will work with all member states of Somalia, closely monitoring frequent changes taking place in the states in terms of structure and through regular meetings with relevant ministries. SC will work proactively towards reducing gaps that will affect program implementation through providing briefings to new officials. SC will maintain a transparent, neutral and impartial approach while doing its work, avoiding conflicts as much as possible.</p> <p>The grant agent has no control over the political situation in the country and successful program implementation depends on continued relative political stability.</p>	Medium
Limited capacity of MOECHE and FMS MOEs staff to support program implementation	High	<p>The MCA program has a strong focus on institutional capacity building through embedding technical officers/advisors in the various FMS MOEs to strengthen their capacity for program implementation. This complements other existing efforts through other donor-funded programs such as the World Bank's RCRF. In addition to embedding advisors/officers, the program will also provide on-the-job training and educational opportunities for MOECHE and FMS MOEs staff. This will mitigate some of the risk associated with low capacity at the ministries.</p>	Medium
Deterioration of the security situation preventing regular access to regional states	High	<p>SC has well-established security procedures in place and has vast experience in safe programming in Somalia. SC security management team closely works with local security agencies to monitor the situation and advises on staff movement, safety of organizational assets and operations. SC maintains regular contact with local authorities, community leaders and other agencies to obtain up to date information. Daily security briefing by SC security management team provides up to date reliable situation analysis for staff.</p>	High

Natural hazards such as droughts, floods, etc. resulting in lack of access to target areas for program interventions	High	SC monitors the situations and closely watches weather forecast from SWALM and FEWS NET to predict what the likely impact is of potential droughts/floods scenarios, developing a contingency plan. SC also has short-term emergency response plan to respond to emergencies as and when they occur.	High
Deteriorating macroeconomic conditions resulting government inability to mobilize additional revenue; resulting in reduced education budget	High	The government remains committed to revenue reform programs and debt relief. The MOECHE continues to advocate for an increased share of the budget for the education sector. Commitments from development partners continue to finance a large part of the ESSP.	High
Increased cases of school eviction especially by land owners	Medium	All target schools have been verified to be owned by the Government and/or the community. The program works closely with community education committees. The FMS MOEs and/or CECs will be required to present land ownership certificates prior to start of any construction activities.	Low
Child safeguarding and sexual exploitation and harassment	Medium	Strengthened monitoring and reporting mechanisms; staff induction; trainings for staff on Child Safeguarding, Anti-sexual harassment policy and staff Code of Conduct within stipulated time of joining SC. CSG is an agenda in all meetings/forums; Vetting of boarding; Application of Safe programming guidelines.	Low
Lack of acceptance by the community of ECE intervention	Medium	The program is working closely with the MOECHE and FMS MOEs to conduct engagement and hold dialogue with community members including religious leaders.	Low
Unreliable data and data gaps to inform program development	High	In collaboration with MOECHE, the program will triangulate data with other partners in the sector to avoid duplication.	Medium
Corruption, fraud and diversion of assistance - staff or partners paying, offering, requesting or receiving a bribe; nepotism; embezzlement; collusion; abuse of position of trust; risk of beneficiaries being coerced to handover commodities and/or	Low	SC maintains a zero tolerance policy to fraud and corruption. SC will conduct background check for all program staff who will be working on the program. SC will also conduct mandatory orientation of all program and partner staff on SC Fraud and Embezzlement policy, and commitment by signing it. SC will establish a complaints and reporting mechanisms for both the staff, schools and the community, including setting up hotlines for reporting cases of bribes, collusion, and	Low

<p>pay for services received by gatekeepers; fraud related to invoicing, payroll, procurement, or expenses.</p>		<p>corruption. Reported cases will be investigated expressly, and remedial action, including staff disciplinary actions will be taken, or discontinuation of funding in the affected school until investigations are completed.</p> <p>SC will conduct a Third-Party Monitoring (TPM) of the program at least once during the program lifetime, with a view of providing independent monitoring and feedback to SC and the MOECHE.</p> <p>Funds for the government will be disbursed through the TSA and disbursements are made based on agreed upon implementation plans. Finance and procurement technical advisors have been embedded within the MOECHE and FMS MOEs to support facilitate payments and procurement procedures in line with Grant Agent requirements and government internal procedures.</p>	
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12. Aid Effectiveness

Government ownership: This program document is based on the ESA, ESSP priority areas and the scoping note developed by the MOECHE outlining priority areas for intervention. The process of program document developed is fully owned by the FGS MOECHE and FMS MOEs. The MOECHE assigned a Ministry technical task force to work together with the ESPIG PMU and SC technical team to develop the MCA program document. In addition, the FMS MOEs Director Generals were part of the technical team supporting the development of the content of the program document providing guidance and advice. The QAR II comments were shared with the MOECHE and FMS teams and all comments were discussed in detail and addressed jointly. Therefore, this program document is not only aligned with government priorities but is also fully owned by the FGS MOECHE and the FMS MOEs. The program document was also developed in close collaboration and consultation with the wider ESC and members actively contributed to the program content. The QAR II comments were shared with the ESC members.

Alignment: The MCA program is aligned with the National Development Plan (2017-2019; 2020-2024). The program is designed to implement some of the priority areas of the ESSP, directly contributing to meet the ESSP targets. It builds on the ongoing ESPIG and other donor investments in the education sector. The program is aligned with and contributing to the localization of decision making, systems strengthening and providing Accountability to Affected Population (AAP) and the Grand Bargain.

Complementarity: The program has been designed to complement and leverage other donor-funded initiatives in the education sector. Complementarity with the existing and planned donor interventions is outlined for each program component.

Use of Country Systems: The program will be partly implemented through direct implementation by SC and partly by the Treasury Single Account held by the Ministry of Finance. This is elaborated in detail in the disbursement modality section of the program document. The FGS MOECHE chairs the PSC and PMC taking full ownership of program implementation. The FMS MOEs are members in the PMC and part of the program decision-making mechanism. Joint monitoring will be conducted as outlined in the monitoring and evaluation section of the program document.