



MINISTRY OF EDUCATION



PUNTLAND EDUCATION SECTOR STRATEGIC PLAN, 2012- 2016

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ACRONYMS

ABE:	Alternative Basic Education
AET:	African Education Trust
BOG:	Board of Governors
CBO:	Community Based Organization
CD:	Cassette Disc
CfBT:	An international educational development organisation, originally the 'Centre for British Teachers'
CEC:	Community Education Committee
CEDAW:	Convention on the elimination of all forms of Discrimination against women
CFBT:	An international consultancy company (formerly Centre for British Teachers)
DFID	UK Department for International Development
DL:	Distance Learning
DQAS:	Directorate of Quality Assurance and Standards
EARC:	Education Assessment Resource Centre
ECE:	Early Childhood Education
EFA:	Education For All
EMIS:	Education Management Information System
ESC:	Education Sector Committee
ESSP:	Education Sector Strategic Plan
EU:	European Union
GTEC:	Garowe Teachers Education College
HI:	Hearing Impaired
HT:	Head Teachers
ICDSEA:	Integrated Capacity Development for Somalia Education Administration
ICT:	Information Communication Technology
INGO:	International Non-Government Organisation
IQS:	Integrated Quranic School
LogFrame:	Logical Framework
MALP:	Monitoring Achievements in Lower primary
MDG	Millennium Development Goal
MLA:	Monitoring Learning Achievements
MLAUP:	Monitoring Learning Achievements in Upper Primary
MoE	Ministry of Education
MoH:	Ministry of Health
NCPF:	National Curriculum Policy Framework
NER:	Net Enrolment Rate
NFE:	Non Formal Education
NGO:	Non Governmental Organizations
NRC:	Norwegian Refugee Council
ODL:	Open Distance Learning

PAE: Primary Alternative Education
PEB: Puntland Examination Board
PEPP: Puntland Education Policy Paper
PES: Primary Education Survey
PFE: Primary Formal Education
PIE: Puntland Institute of Education
PPR Policy, Planning and Research
PS: Primary School
PTR: Pupil-to-Teacher-Ratio
QASO: Quality Assurance Standard Officers
REO: Regional Education Officer
SNE: Special Needs Education
SNEAC: Special Needs Education Advisory Committee
TASS: Tadaamum Social Service
ToT: Training of Trainers
TVET: Technical Vocational Education Training
TWG: Technical Working Group
UNDP: United Nations Development Programme
UNESCO: United Nation Education, Scientific and Cultural Organization.
UNGET: United Nations Girls Education training
UNICEF: United Nation International Children Education Fund.
VH: Visually Handicapped

FOREWORD

Our national Constitution stipulates that Puntland shall endeavour to make education available to all, adopt policies aimed at ensuring that:

- Education is directed to the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedom;
- Primary education is compulsory and available to all and it is the responsibility of the government to enforce participation; and
- Fundamental education is encouraged or intensified as far as possible for those who have not received or completed their primary education.

This Strategic Plan is a step towards fulfilling this constitutional obligation and a road map for all of us. It is the first of its kind since the Ministry of Education was established in 2000. We have come a long way since then, taking gigantic steps that have provided direction for the development of the country. Key documents including Vision 2020, the Poverty Reduction Strategy and the Public Sector Improvement and Reform Programme provide the focus into the long term future. Since the nation was consulted in different forums during their preparation, this ESSP represents the true aspirations of the Puntland people. Also taken into consideration were the Education for All aspirations, the Millennium Development Goals, international and regional conventions, treaties and protocols. In addition, nationwide consultations have been completed to revise drafts of the Policy Paper and Education Act for early enactment.

These are great milestone designed to improve the delivery of education and training and make primary education accessible and compulsory. As its paramount aspiration, the government is committed to providing free and compulsory primary education for all our children. As with all of the intended developments, this will occur on a planned basis as soon as circumstances allow.

The envisaged economic development for Puntland is dependent on the availability of highly skilled manpower. To achieve this, the government will adopt a new Technical and Vocational Education and Training strategy and policy for skills development to revolutionise the capacities of the Puntland workforce and thus promote economic growth and alleviate poverty. Other priority areas in this Strategic Plan include lifelong learning; early childhood development; and – supporting all sub-sectors – teacher development, supply and management. Cross cutting issues that affect education and training, especially gender and HIV/AIDS, are also addressed.

This Strategic Plan has been developed based on the Medium Term Expenditure Framework (MTEF) and the indicative costs are our estimated projections over the next five years. It is clear that the Government of Puntland's resources will not be sufficient to sustain the envisaged activities. It is trusted that this funding gap will be addressed by our Development Partners in accordance with the objectives and priorities set out in this Strategic Plan: we appreciate and look forward to their continued cooperation.

HON ABDI FARAH SAEED
MINISTER FOR EDUCATION

PREAMBLE

This five-year Education Sector Strategic Plan (ESSP) for Puntland has emerged from an extensive consultative process and has been contributed to by many authors over the last twelve months. The key concepts of equity, quality, relevancy, efficiency and sustainability are fundamental and important to educational development: ESSP is derived from these concepts on which our education policies are formed. Sub-sectoral objectives were addressed in the wider context of overall national and educational aspirations and current social and economic challenges. All these formed a skeleton upon which this Strategic Plan was developed. Out of considerable analyses and discussion, priorities have been set and lines of action delineated.

We acknowledge the contributions of the very many people who contributed to the process and to those organisations that sponsored conferences and other activities.

The overall aim of this document and the process that has produced it has been to provide policies and plans that give strategic direction to MOE for the period 2012-2016. It builds upon the strengths of the existing system and learns from weakness of past experiences to enhance management capacity and service delivery significantly to improve learning outcomes. It guides us in improving the quality of education while continuing at the same time to upgrade equity, relevance and efficiency. In the light of scarce resources, the ESSP implementation process will adopt measures for cost effectiveness and sustainability. It will above all ensure a good allocation of human, material and financial resources to move steadily towards our educational goals.

A Policy and Strategic Planning Task Force has been established to facilitate and coordinate Strategic Plan implementation. However, the responsibility to translate ESSP into tangible results that will change the lives of Puntland people lies in the hands all of us involved in the education sector, including the vital involvement of our development partners. The year 2012 marks the beginning of our joint march towards quality education for all.

We have a Plan. It is now for all of us to implement it effectively. Its success lies in our hands!

MOHAMED ABDIWAHAB AHMED
DIRECTOR GENERAL
MINISTRY OF EDUCATION

EXECUTIVE SUMMARY

- This **Education Sector Strategic Plan (ESSP)** provides an agreed and comprehensive way forward for Puntland's education sector for the five-year period 2012 through 2016. It enables all partners presently and prospectively engaged in the development of the sector to make relevant contributions to a cohesive and structured sector.
- The Plan is anchored in the National Constitution of Puntland. It is informed by existing binding documents, in particular the National Development Plan and the **Puntland Education Policy Paper (PEPP)**, and is in line with the international agreements to which we are party, enriched by the outcomes of extensive consultation with key stakeholders in education.
- The general desire of the Government of Puntland to protect human rights, freedoms and dignity translates in education into our fundamental goal of **success in education for all** irrespective of background, gender or ability. Our underlying policy is to open up educational opportunities and to encourage further learning and advancement according to the potential and capabilities of all Puntlanders, in harmony with a purposive transformation to a knowledge based and computer literate society.
- The role of education and training in the **social and economic development** of Puntland is recognized in this Plan, which constitutes a road map to guide the Ministry from our current situation, in which we rely heavily on the invaluable support of donors and local and international agencies, towards sustainable scenarios in which we are increasingly able in the short to medium term to drive equitable access to education and in the long term independently to fulfil our policy commitments.
- The **ESSP's Purpose** is that 'All our children and many adults should receive high-quality education'. This will contribute to the Overall Objectives of a 'Competent, trainable and well-motivated workforce' as well as 'Social cohesion and individual fulfilment'. Three Results are considered necessary and sufficient to bring about the Strategic Plan's Purpose, specifically: (i) Participation in education significantly increased, (ii) Quality of education significantly enhanced, and (iii) Effectiveness of educational support and coherent management significantly upgraded.
- From the outset, the Ministry of Education (MOE) has embarked on a **participative, consultative process** so that ESSP will be a joint initiative, shared in by the many stakeholders nationwide, reflecting the aspirations of Puntland and its people, and 'owned' by the community-, district-, regional- and national-level citizens, teachers and managers who now share the responsibility for its successful implementation.
- Puntland's ESSP is fully consistent with and strives to embody the United Nations Declaration of Human Rights (1948), the Jomtien and Dakar Declarations of Education for All (1990 and 2000), the UN's standard rules on equalization of opportunities for persons with disabilities (1993); the Salamanca statement and framework for action on Special Educational Needs (1994); and the Millennium Development Goals (MDG).
- It is emphasised that this plan for the education sector over the coming 5-year period is set at the **strategic** level. It presents the objectives, priorities, strategies and intended outputs and outcomes,

indicating the preferred routes to their cost-effective achievement. It thus provides the setting within which implementation arrangements will be specified. Every donor-supported intervention will detail what it will achieve in relation to ESSP objectives and will also specify its implementing and monitoring arrangements, consistent with those of MOE. The Ministry will also, in its annual plans, set out how its contributions to ESSP achievement will be implemented and monitored.

- **Key Results Indicators** are set out in this ESSP document: the plan's achievement will be measured against these objectively verifiable targets. Progress will be assessed and reported upon by **Annual Review Missions** made up of representatives of Somaliland and its development partners.
- The sector is receiving increasingly significant support from national financial allocations. Nevertheless, in order to respond to the ambitious planning scenario identified in this Plan, **significant external support** from our Development Partners together with contributions from the Somali Diaspora will be essential. We acknowledge our limited financial contribution to the totality of inputs into the education system, a limitation for which we intend to compensate with intense commitment to a programmatic and collaborative approach to education transformation.
- It is opportune to call upon all Partners to align their support to the crucial elements and priorities as presented in this ESSP. Their contribution will be further reinforced through a targeted approach that is fully compatible with the **defined priorities** in this Plan and that responds to the principles of a sector-wide approach. This will not only result in significant cost efficiencies but will also focus the available funds to the priority needs of the sector.
- Puntland is especially aware of the need to increase **security** and move away from lawlessness and exploitation. Moreover, education should both contribute to moral behaviour and civic responsibility and also equip school-leavers with marketable skills that will enable them to engage in employment (including self-employment) that contribute to their self-reliance and personal fulfilment and also to communal well-being and economic development.
- The level of poverty in the country, as evidenced by pertinent social indicators, does not tolerate continuing investment in expensive administrative and management structures. The MoE therefore appeals to all involved to reconsider their investment decisions with a view to achieving optimum **aid effectiveness**.
- While every proposed development described in this ESSP may be regarded as both important and urgent, planning is about setting priorities in conditions of scarce resources. Accordingly, it is necessary to identify the **top priorities** for the education sector over the five-year period and it is those that will be given prominence by MOE and – it is to be hoped – by our development partners, by the private sector, by members of the Diaspora, by the community, by civil society and by all who would contribute to the sector.
- Our paramount priority is **Primary Education**: in accordance with EFA and the MDGs, ensuring that all our children receives a high-quality education across all eight primary grades.
- Related to the quality of and access to education at the primary levels and beyond, the second priority is that of **teacher education**: ensuring that teachers at all levels are competent, well-motivated, qualified and certified. Career-long professional development should occur and,

although legally-enforceable bonding may be introduced, those who teach will be encouraged to recognise their work as a vocation and not simply in relation to the inevitably limited material rewards but also as an opportunity to contribute to the capacities of coming generations in this transitional stage of their country's development.

- The third priority is jointly that of **Non Formal Education** together with **Technical and Vocational Education and Training** – enabling as many Puntlanders as possible to become literate, to develop a love of learning and achieving self-fulfilment, and to acquire marketable skills for employment and self-employment.
- Certainly every sub-sector and every supporting activity and mechanism set out in this document is vital and it is necessary to **advance on all fronts**. Nevertheless, the main concerns are as set out above and this will be reflected in relative levels of investment over the coming five years.
- It is assumed that the MOE will, from its own budget, cover **salaries and other recurrent costs** – including those associated with the effective operations and maintenance of projects identified in this Strategic Plan. In the event of MOE needing external support to meet those obligations, such expenditures are not included in the costs set out in this ESSP.
- The total indicative cost of all of the ESSP identified paramount priorities over the 5-year Strategic Plan period (at April 2012 prices) is **US \$ 163.5 million** to the end of 2016. The intention is that there should be no investment in any of the other priority areas until the costs of all of the ESSP paramount priorities are covered – our Development Partners are called upon to respect this intention.
- MoE will continue to strive for an education system where both girls and boys – and both women and men – are truly treated according to equitable principles, and that this is reflected in the numerical statistics. There are indications that such this **gender policy** has begun to show results, as can be evidenced in the respective data bases of primary and secondary education. The MoE is committed to build and expand upon these successes
- From its inception, MOE has been committed to ensuring a wide distribution of and on-going consultation regarding this Strategic Plan at the national and region/district/local levels, amongst its management cadres and within the relevant political fora. This **continuing participation** will ensure full nationwide and political commitment, together with the well-informed support of Development Partners. This, in turn, will provide the platform for an effectively-shared and fully-supported national document that affects and impacts directly on the future aspirations and opportunities of all Puntlanders.
- Our strategic vision in **early childhood education** (ECE) is to stimulate and develop the cognitive, affective and psychomotor skills of children aged three to five, and ensure their holistic development in a successful and enjoyable transition from home to primary education. In this area we shall, over the 5-year period, develop a comprehensive ECE policy, including a framework of minimum standards, in collaboration with key partners in government and in close consultation with stakeholders and provide progressively expanded access to affordable mother tongue ECE services that meet the diverse need of communities and combine Quranic, health and nutrition education, and ensure that ECE services are effectively monitored and evaluated.

- Our strategic vision in the eight-year phase of **primary education** is to guarantee universal provision and progressively increased participation in a broad, enriching and learner-centred curriculum that encompasses spiritual, cultural and intellectual values and adaptive attitudes to life based on Islamic principles and ethics. Schooling must enable all children aged six to 13 to realise their full potential in a gender-sensitive, accommodating environment that provides a strong foundation for future learning. Our strategic focus will be on innovative strategies, such as accelerated basic education (ABE), that will be required for segments of our population such as nomadic communities and other children and youth who may miss – or may already have missed – the opportunity to participate in the formal primary education system.
- MoE will progressively guarantee access to all, targeting a gross primary enrolment rate (GER) of 60% from the current 44% and raising girl child enrolment from the current 40% to 50% by 2016, with free education introduced up to class 4 over the same period. Strategies, such as school feeding schemes, active learning and child-friendly spaces for all, to incentivize enrolment and completion will be implemented and, at this and all levels, **inclusive education** – the full involvement in learning of all children irrespective of abilities, background, gender or special educational needs – will be applied nationwide.
- Our strategic vision in the four-year phase of **secondary education** is to facilitate the all-round development of students spiritually, mentally and morally according to the norms and principles of Islam so that they can make positive contributions to the development of society, develop appropriate skills and attitudes to enable them to achieve a better understanding of the world around them and generally realize their full potential. In addition to improving retention and completion rates, our strategic focus will be an increase in the availability of places. This will entail addressing the shortage of secondary teachers, especially in English, Mathematics, Science and vocational subjects. An indicator will be the expansion of secondary enrolment, including girls, disadvantaged groups and rural students, to increase the GER from 36% to 50% by 2016.
- Our strategic vision for **higher education** is to design and provide clearly articulated pathways to opportunities for advanced knowledge and skills development that are characterized by high standards of quality and are relevant to national development and the needs of the economy. A key objective is to establish a Commission for Higher Education with responsibility for policy and oversight. We shall improve equitable access to higher education by means of affirmative action strategies for disadvantaged students, such as scholarship schemes for high-performing girl
- Our strategic vision for **technical and vocational education and training (TVET)** will be to ensure widespread strengthened provision of opportunities for the many, especially unemployed youth, who require opportunities to gain employment or to become self-employed and self-reliant. TVET programmes will be designed to develop occupational proficiency to meet the skills requirements of the labour market as it evolves. This will include a TVET policy that provides for equitable access, quality and relevance to labour market needs and income generation opportunities, ensure that the enrolment rate of girls and students from pastoral communities increases by 10% over the ESSP period and, with the involvement of business and industry under the leadership of the MoE, develop a competency-based curriculum and accreditation framework covering relevant occupational standards

- Our strategic vision for **non-formal education (NFE)** will be to provide quality learning opportunities to the large numbers of youth and adults who missed out on formal education during and as a result of the civil war, and the majority of the population whom the system has not reached, especially in the vast rural areas of Puntland. NFE programmes include vocational skills training, adult literacy, community health education and agricultural extension activities. NFE will inculcate life skills and positive attitudes to work, promote a culture of peace, develop appropriate responses to social problems such as HIV/AIDS and create economic opportunities through improved entrepreneurship and production skills. Strategic objectives include recruiting NFE teachers from, among other sources, the ranks of unemployed but literate youth, and ensuring that the transition from NFE to formal education and training is obstacle-free.
- This ESSP addresses the crucial **cross-cutting issues** that impact on all subsectors including gender and education, special needs education, the curriculum, teaching and learning materials, language policy and examinations and assessment. It also covers key management strategies including organisational structures and systems, policy, planning and research services, statistics, information and documentation and asset management and maintenance – together they demonstrate the commitment of the MoE to effectively and efficiently supporting the development and transformation of the integrated education sector.
- We shall strengthen the monitoring and evaluation of educational outcomes across the sector by appointing and training more **quality assurance** staff and budgeting for their operations. We shall require each school and its community participatively to prepare and implement its ‘School Development Plan’: facilitating and monitoring the implementation of these SDPs will be an integral element of the inspection process.
- Considerable efforts have been made since 2010 to build an effective Educational Management Information System (EMIS) and this has made it possible to provide key data to portray the scale of the strategic objectives over the period 2012 to 2016. EMIS will be fully implemented across the sector, properly maintained, and become the basis of **information-driven planning**.
- Indicative costs have been estimated by sub-sector in respect, firstly, of what are considered to be the ‘ESSP paramount priorities’ and, secondly, all of the other ‘priorities’: everything proposed in this Plan is a priority – otherwise it would not be included. The projected costs are noted at the end of each Chapter – **detailed costings** are presented in the Supplement to this ESSP document.
- No education system can be developed with a limited fixation on selected sub-sectors and the emphasis of ESSP is on the **education sector as a coherent whole**. This framework of strategic actions, actions and indicators will guide us all towards the ambitious goals set out in the Puntland Education Policy Paper (PEPP), informed by the core principles of equity, quality, relevance, efficiency and sustainability.

PUNTLAND EDUCATION SECTOR STRATEGIC PLAN 2012- 2016

1. INTRODUCTION

In line with the Government of Puntland Reforms, which commenced at the Ministry of Education's inception in August 1998, MOE intends aggressively and successfully to implement the Education Policies and Strategies 2012-2016.

This framework aims at improving education in Puntland over the five-year period and across the entire sector. The Ministry of Education is determined successfully to implement these policies and strategies in cooperation with the development partners, and build on the existing achievements to enable **every** Puntlander to achieve a better quality of life.

The guiding principles of the work of the Ministry in implementing this ESSP over the next five (5) year period are; *Equity, Quality, Relevancy, Efficiency and Sustainability* in line with the Ministry's vision and mission statements

1.1 VISION

Quality education systems that guarantee and foster success for learners of all abilities

1.2 MISSION

To provide an enduring quality holistic education that responds to and recognises and realises the spiritual, cultural, intellectual and physical potential of all learners, enabling them to make fulfilling life choices – responsive to socio-economic conditions and environmental challenges.

1.3 NATIONAL EDUCATIONAL GOALS

The overall goal of the MoE is the inclusive development of Education in order to satisfy human needs in accordance with EFA and MDGs while taking full consideration of the cultural and spiritual values and attitudes, and developing knowledge, skills, that will prepare capable citizens who contribute to economic development for a healthy working nation and a quality holistic education system that responds to and recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices.

- Contribute to the development of a society committed to the preservation and enrichment of the cultural values and traditions based on Islamic principles.
- Encourage acquisition of literacy and numeracy as well as mastery and application of scientific, technological and managerial knowledge and skills.
- Encourage the acquisition of key life skills for full self-development and actualization of the individual's potential and for the purpose of state development and participation in the global economy.
- Foster ability for logical thought, critical judgment, self-expression and self-reliance.

- Promote learners' growth into strong, healthy, mature, useful and well-adjusted members of society with positive attitudes to gender and other family life issues.
- Open the doors of opportunity and growth to all irrespective of gender or region
- Cultivate national consciousness and unity in the minds of the children at an early age and enhance a spirit of patriotism for Somalia in general and Puntland in particular as well as a desire for its sustained integration, stability and prosperity.
- Inculcate knowledge, skills and attitudes which will enable Somalis protect and improve the environment so as to pass it on as a safer and better heritage to future generations.
- Promote the acquisition of attitudes and skills in Somalis in such a way as to make Somalia an active and effective member of the international community, which contributes to human progress and development.
- Inculcate skills and attitude which foster the growth of a sense of social justice, responsibility and the value and virtues of peace.
- Inculcate an appreciation and respect for the dignity of labour in the context of the region's socio-economic and environmental needs.
- Protect the children, young and old alike from harmful practices that disadvantage growth and limit/reduce life expectancy.
- Promote and be able to address the emerging issues such as the environment, HIV/AIDS, landmines, drug/substance abuse and other crosscutting challenges.

The Ministry is confident that successful implementation over the next five years will be guaranteed through a clear understanding at all levels from stakeholders, development partners and a committed Ministry with capable human resources, quality leadership and sufficient financial support.

1.4 PRIORITIES

As this Strategic Plan was being formulated and approved at the highest levels, the topmost priority was **Primary Education**: in accordance with EFA and the MDGs, ensuring that all our children receives a high-quality education across all eight primary grades.

Related to the quality of and access to education at the primary levels and beyond, the second priority is that of **teacher education**: ensuring that teachers at all levels are competent, well-motivated, qualified and certified.

The third priority is jointly that of **Non Formal Education** and **Technical and Vocational Education and Training** – enabling as many Puntlanders as possible to become literate, to develop a love of learning and self-fulfilment, and to acquire marketable skills for employment and self-employment.

It is anticipated that these will remain the priorities over the 2012-16 period of this Strategic Plan. Certainly every sub-sector and every supporting activity and mechanism set out in this document is vital and it is necessary to advance on all fronts. Nevertheless, the main concerns are as set out above and this will be reflected in relative levels of investment over the coming five years.

Indicative costs are presented by sub-sector in respect, firstly, what are considered to be the 'ESSP paramount priorities' and, secondly, all of the other 'priorities': everything proposed in this Plan is a priority – otherwise it would not be included.

It is assumed that the MOE will, from its own budget, cover salaries and other recurrent costs – including recurrent costs associated with the effective operations and maintenance of projects identified in this Strategic Plan. In the event of MOE needing external support to meet those obligations, such expenditures are not included in the costs set out in this ESSP.

The total indicative cost of implementing all of the identified **paramount priorities** over the 5-year Education Sector Strategic Plan period is approximately US \$ 175 million. The projected costs by sub-sectors are tabulated below and detailed indicative costings are annexed.

PROJECTED COSTS OF PRIORITISED ACTIVITIES (US\$)

SUB SECTOR	2012	2013	2014	2015	2016	TOTAL	%
Early Childhood Education	215,600	251,000	258,000	285,000	312,000	1,321,600	1
Primary Education	18,200,000	20,986,205	23,430,185	26,333,409	29,665,774	118,615,573	68
Secondary Education	3,375,200	3,976,200	4,340,200	4,772,200	7,652,200	24,116,000	14
Higher Education	126,000	1,061,000	1,037,000	1,037,000	1,037,000	4,298,000	2
TVET	2,707,000	3,112,000	3,102,000	3,102,000	3,102,000	15,125,000	9
Non Formal Education	714,384	914,744	901,104	967,464	1,033,824	4,531,520	3
Cross Cutting/ Special Needs	228,200	584,200	564,200	564,200	564,200	2,505,000	1
MoE Central Office	715,000	878,800	762,800	762,800	762,800	3,882,200	2
GRAND TOTAL	26,281,384	31,764,149	34,395,489	37,824,073	44,129,798	174,394,893	100

The intention is that there should be no investment in any of the other priority areas until the costs of all of the ESSP paramount priorities are covered – our Development Partners are called upon to respect this intention.

2. CONTEXT

2.1 SOCIO-ECONOMIC OVERVIEW

Puntland as a State of Somalia has managed to maintain relative peace and security in recent years, which has enabled it to establish political and administrative institutions, basic social services, an active civil society, and a growing private enterprise community. Out of a population of approximately four million, about 52 per cent is nomadic (see below). The main sources of livelihood are livestock, agriculture (especially the production of frankincense), and fishery. It is estimated that livestock exports contribute to around 80 per cent of foreign exchange earnings, 40 per cent of the gross domestic product (GDP), and 60 per cent of employment opportunities. Puntland is thus heavily dependent on the livestock sector; however, it is fragile even at the best of times, due to the semi-arid and arid climatic conditions. The carrying capacity of land is low, especially in the context of recurrent droughts.

Remittances from the Diaspora contribute significantly to household incomes and provide substantial funding for small businesses and basic service provision in and around towns. Although there are no precise and clear-cut data, it is estimated that 1 to 5 per cent of the rural households receive remittances, while this figure could be as high as 20 per cent in some towns (UNDP, ILO & PI, 2005). Per capita incomes range from \$150 to \$300 per annum across the regions with high inequalities (UNDP and the World Bank, 2002). The average per capita income in Mudug and Nugaal is US\$150–US\$200 per annum, while in Bari, Sool, and Sanaag it is estimated at US\$250–300 per annum.

The broad strategies outlined in the national Five Year Development Plan (FYDP) comprise formulating policies and building the capacities of government, institutions, and human resources in order to:

- Create an enabling environment for growth and development.
- Ensure a free enterprise economy, with the role of government shifting towards facilitation and regulation.
- Encourage free trade and export led growth.
- Enable the leading sectors (livestock, fisheries, trade, and commerce) to propel growth.
- Aim toward wage goods, poverty reduction, the achievement of the MDGs, and employment generation.
- Facilitate and build infrastructure (human and physical) and improve connectivity.
- Promote gender equity and human rights, especially for the vulnerable populations.

2.2 OPPORTUNITIES FOR GROWTH

- Geographical location – the strategic position (Horn of Africa), with access to international sea routes, offers great potential for growth.
- An extensive coastline, rich marine resources, and a large Exclusive Economic Zone (EEZ) – these provide a potentially rich resource base, if developed and managed in a sustainable way.
- A significant livestock economy and potential mineral resources (oil and natural gas).
- Relative stability (though fragile) in the region.
- Deepening democratisation and decentralisation.
- Free trade (low trade barriers).
- Vibrant private sector – particularly conducive to growth.

2.3 SECTORAL EXPENDITURE PATTERNS

Almost 40% of the Puntland budget is allocated for 'General Expenditures', followed by the salaries and wages of all government institutions. However, in addition to the normal budget, the government is

implementing a social development project with the resources received from the Diaspora some US\$ 1.5 million in each of 2009 and 2010 (source MOPIC).

Export and import trends are tabulated in the Supplement: there has been a recent increase in the export of cattle and camels, including hides and skins, imports declined during the same period. Consumer products such as sugar, rice and flour have declined by 35%, 98% and 25% respectively. Imports of petroleum for the same period also indicate downward trends. There has been 11 per cent increase in the import of construction materials, indicating both the buoyancy of the sector and the level of investments flowing into real estate and construction. Custom duty is a major source of revenue for Puntland State (at least 66.7% of total revenue for 2011). Hence, any decline in imports of major goods can lead to budget shortfalls and slow growth.

2.4 COMPOSITION OF REVENUE

Customs duty through Bossasso Port dominates the revenue for the state (about 67 per cent). The revenue base is not diversified and is narrow. Concerted efforts are needed for additional resource mobilisation, if the development dreams are to be realised. Self-reliance is the long-term goal. Rationalisation of the tax structure, effective tax enforcement, broadening the tax base by bringing potential sources under the tax net, etc. are fundamental to resource mobilisation, coupled with cost reduction, and revenue expenditure compression.

The root cause of the fiscal position is the burgeoning civil service and increasing salary commitments. During the initial stages of the development process, the growth of the civil service could not be fully avoided. However, the key now is to maintain a satisfied, well paid, lean, and capable civil service rather than an oversized one. Undoubtedly, quality administration would lead to faster growth and employment generation for a wide segment of the population.

2.5 PASTORAL NOMADS

The substantial number of 'pastoral nomads' is a major characteristic: these are estimated at roughly a half of the entire Puntland population, although the numbers are contested just as the terms are variously defined. In the late 1970s and early 1980s, the Somali government provided an innovative three-year education programme for nomadic and pastoralist children. A separate curriculum and attendance record was designed for them: children attended school for six months each year, when the seasons permitted. During the rest of the year they accompanied their families, with very little opportunity for schooling. Nomadic families who wanted their children to attend school throughout the year had to board them in permanent settlements or find an extended family member living close to school facilities to stand guardian to their children. Similar and separate education strategies for this large group were proposed for Puntland but no evaluation of outcomes can be located.

A recent study of Somali Pastoralists¹ highlighted the "increased socio-economic vulnerability and worsening poverty, with almost 50% of the total population in urgent need of humanitarian assistance. Pastoralists who account for 65% of the Somali population are worst hit by this crisis. Their non-sedentary way of life translates to a unique set of development needs as well as vulnerabilities to

¹ Roy Carr-Hill and David Ondijo (December 2011) *Assessment of the Education, Livelihoods, Living Conditions and Welfare of Somali Pastoralists*

environmental changes and conflict.” The study indicated that, in relation to the substantial sample of pastoralists surveyed:

- 12% of all adults (18 years and older) had received some formal education, the average grade attained being Grade 6;
- 28% adults reported that they had been to a Qur’anic school;
- Formal schooling for children aged 6-17 years has been taken up by 22%, with boys’ enrolment higher at 24% than girls at 19%: this represents an increase of about 10% for both males and females over one generation;
- 44% of parents reported that one or more of their children had been to a Qur’anic school;
- Fewer than 2% of parents in households reported that any of their children had been to mobile schools, intensive courses, ABE courses, vocational training courses or to other types of non-formal educational possibilities;
- Low enrolment is largely due to unavailability of schools, especially for the pure pastoralists; and
- There is considerable variation between geographical areas.

The Study makes clear that households find it hard to meet their basic needs, as well as acquire services, as expenditures are way above income: cases of child malnutrition are still high. Its recommendations include boarding schools for pastoralist populations, equipping existing schools with learning and teaching materials, enhancing teacher skills through workshops during the long school holidays, sensitizing parents on alternative ways of disciplining children in order to minimize use of physical punishment and verbal abuse, and on the negative impact of heavy child workloads on education. As this segment of the Somali population is so substantial, meeting its needs and aspirations must be at the heart of all of our educational planning.

3. THE EDUCATION SECTOR

3.1 ACTORS AND STAKEHOLDERS

The education system in Puntland is composed of state and non-state actors, operating across all three tiers nationwide. Due to budgetary constraints, public service delivery remains a relatively small function, with the sector dominated by non-state delivery agents. Clearly, the availability of financial resources is a major driver of delivery capacity. Yet, even though the total spending on education in Puntland remains unknown due to weak aid management systems and lack of reporting, non-state financial flows and human resources channelled through national and international NGOs and privately financed Quranic schools considerably outweigh the US\$1 million budget provided to MOE and the 60 staff within the Central Ministry. With some four different curricula operational in Puntland, it is clear that building the capacity of state actors to improve the quality compliance of non-state actors whilst learning from the education experiences of NGOs will be central to strengthening the proposed service delivery model. The main actors for the sector as at April 2012 are as follows:

- The Ministry of Education, based in Garowe, is composed of a Minister, 1 Deputy Minister, a Directorate General and seven Directorates with linkages to sub-national units. There is approximately 60 staff in the Central Ministry that include 5 Diaspora Technical Advisors, between 3-18 staff at the regional level, 1-2 staff at the District Level. Some districts however have few to no staff;
- 7 Regional Offices each with Regional Education Officers, 34 District Offices with District Education Officers, Community level Education Councils;

- 543 primary schools served by 3,890 teachers, 228 non-formal education centres served by 886 teachers, 52 secondary schools served by 463 teachers and 28 TVET centres;
- 8 universities and 6 colleges;
- An unknown number of privately financed Quranic schools; and
- National and international NGOs who finance and manage most of the non-Quranic schools nationwide.

3.2 GOALS AND OBJECTIVES

The goals of education in Puntland are in line with the Somali National goals of education as well as the global goals of Education For All (EFA) and, the Millennium Development Goals (MDGs). Education is recognized as pivotal and critical in all strategies to address the global problems of environmental degradation, developmental impacts, poverty, hunger, disease especially HIV/AIDS, governance, conflict and war, and gender parity. The Government of Puntland recognizes the following initiatives.

Quality improvement at all levels of education

The Government of Puntland is fully committed to the achievement of quality goals which include the improvement of literacy and numeracy, teacher quality, curriculum, materials and assessment policy, management of education, infrastructure, financing, community participation and support, and monitoring and evaluation. The ultimate goal of education for Puntland in the next five years is for all learners to access good quality education.

Achievement of universal primary education

Puntland has a primary gross enrolment rate of 41% (see below). The MoE and implementing partners are very much committed significantly to improving this rate by the year 2015. Primary Completion Rates will also be monitored and reported. This is in line with the EFA and MDGs initiatives, Puntland five year Strategic plan and Education Policy Paper.

Improve adult literacy and access to life skills and continuing education for adults and youth.

Puntland recognizes the importance of life skills training and continuing education. These will be addressed though both formal and non-formal sectors. This goal is highlighted by the EFA and MDGs initiatives.

Eliminate gender disparities in schools and achieve gender equity

An existing scenario of education in Puntland as it stands today is that girls are seriously under-enrolled compared to boys. This situation needs to be addressed as it impacts on the composition of the work force and all other aspects of society. The needs to eliminate gender disparities in schools and achieve gender equity are also EFA and Millennium Development Goals.

Poverty reduction, development of good governance, elimination of disease, and achievement of environmental sustainability

These are at the core of any educational system particularly in the learning outcomes of programmes and courses in school or post school education and training curricula.

3.3 SERVICE DELIVERY

A comprehensive and valuable assessment of Education and other sectors was recently conducted by UNICEF in relation to Puntland. It noted that “with the central Ministries remaining under-financed and

short on staff, many of the core regional and district structures are either under-staffed or not staffed at all. The private sector and NGOs play a leading role in service delivery production which is decentralized by default not by design. The MOE's role (outside of paying nominal salaries) is largely limited to policy-making, planning, budgeting and regulatory oversight and coordination".

Quoting reports from UNDP and other sources, the Study notes that movement towards UPE and gender equality are 'weak but improving', that the NER has improved from 12% in 1999 to 48% in 2010, with that of boys being 58% and of girls 37%, that there is 'extreme data paucity... which impedes an accurate assessment of staffing levels and sector costing', legal uncertainty and highly decentralized education production functions. It reports that gender mainstreaming is currently redefining the face and future modus operandi of MoE and that human rights considerations are deeply embedded in nearly all policy documents and legal acts informing the Puntland educational strategy.

The Study notes that UN agencies and multilateral donors currently play a critical role in financing educational programs in Puntland and in supporting modernization efforts and it observes that "the MoE seems to be struggling to deliver quality educational services to communities throughout Puntland, and more especially to marginalized nomadic and remote rural communities, partially due to the lack of resources at the district level", weak leadership, and an acute shortage of qualified and trained staff throughout the MoE, at the senior and mid managerial and administrative levels; though this is being heavily supported by consultants. It notes that there is a strong need to improve all facets of financial management planning, budgeting, execution and tracking, monitoring and oversight.

As that Study reports, "government (supported by donors) must focus on: (i) outlining the preferred service delivery models for each sector; (ii) making explicit regional, district and local government mandates for the services; and (iii) improving provision functions, particularly policy making, planning, coordination and regulatory oversight". It urged that the focus of support must be on: (i) strengthening provision functions at central, regional and district levels, both within the sector and in local government; (ii) strengthening oversight of production functions (private, Quranic and NGO-run schools); and, (iii) moving (as fiscal resources allow) towards strengthening free provision of primary education through small block grants to the schools (via the MoE) and progressively piloting provision into nomadic communities. This advice was carefully considered in the formulation of this Strategic Plan.

As reported in that Study, there are calls to "de-projectise the sector", to survey REO and DEO staff, structures, facilities and requirements, and to agree upon and enforce the preferred School-Based Management model for Primary and Secondary Education. The Study puts forward as major options a National Curriculum Development Unit, refurbishing and revitalizing 7 Regional Education Offices and 33 District Education Offices, and developing school-based In-Service Teacher Training Service in Support of Teaching Quality Improvement Strategy. In its call for putting the sector on a solid foundation, making sure that external support is fully committed to supporting agreed service delivery models and moving towards a programmatic and policy driven education budget focused on outcomes and not inputs, the Study supports the general thrust of this Strategic Plan, as detailed in subsequent chapters.

3.4 RECENT INFORMATION

The 2011/2012 primary school census, conducted in October 2011, covered both the primary formal and Alternative Basic Education (ABE) systems along with the Integrated Quranic Schools (IQS). The data were, for the first time, collected and collated by Ministry of Education personnel which represented a turning point for the ownership of educational initiatives. The establishment of a functional EMIS Unit at

the Ministry is a further pointer in the direction of strengthening the education sector with evidence-based data which will inform sector planning. The data collected have been fed into this ESSP and primary sub-sector statistics and trends identified in this ESSP are based upon EMIS and that census.

Key findings from the census include:

- The number of pupils enrolled in primary schools and Primary Alternative Education (PAE) centres increased to 107,907, a 43% increment since 2006: of those receiving primary education, 5 in 6 are in primary schools and the remaining 1 in 6 attend PAEs;
- The Gross Enrolment Rate was 41% with a primary school age population (6-13) estimated at 227,018. Disaggregated by sex, this gives Somaliland a GER of 46% for boys and 37% for girls;
- The Net Enrolment Ratio was 37% – 41% for boys and 33% for girls.
- The Pupil Teacher Ratio in Formal Primary School was 21:1, with regional disparities. This has significantly improved since 2006, when the PES recorded an overall PTR of 30:1; for primary alternative education the PTR is 18:1;
- The teachers' cohort has continued to grow. When the census was conducted, 5,093 teachers were identified, including 920 females and 4,173 males. This represents an increase of 133% since 2006. Teachers' distribution among rural and urban areas and imbalances between male and female teachers remains significant;
- The number of formal primary schools increased from 340 in 2006 to 439, an increment of 28%; however the 2011 census recorded only 69 PAE centres compared with 303 in 2006, indicating a considerable reduction in the spread of Alternative Education
- The Gender Parity Index (GPI) was 0.77 and although gender gaps continue at all levels in the education sectors; at the primary level, girls/women accounted for 44% of total Enrolments; 45% of Lower Primary Enrolments; 41% of Upper Primary Enrolments; 18% of teachers; 13% of qualified teachers; and 3% of certified teachers; and
- 98% of teachers have some form of qualification but only 15% are certified.

3.5 MOE EXPENDITURE

In the field of education, as in other sectors, the government lacks basic infrastructure, facilities, and resources. There is a need for a quantum jump in literacy and education, both in terms of quality and access. A substantial proportion of our children do not have access to educational facilities due to lack of space, insufficient teachers, and prohibitive expenses. Access to education is a fundamental right of the child and the government is committed to achieving this. The requirement of the second Millennium Development Goal is that of achieving Primary Education all children by 2015: this is a major government aspiration.

In Puntland, the proportion of total budget allocation for education has increased from 2 per cent in 2011 to 3.5% in 2012. The salaries of teachers have been increased twice: by 35% in 2011 and by 49% in 2102. Linkage and coordination have been established with the Ministry of Finance and advocacy for increased education budget to 6% by the year 2013 has been initiated.

Every year for the last three years, 200 new teachers have been added to the Government payroll. In addition, an increment of \$20 has been added. The current salary of primary/upper primary and secondary school teachers on the government payroll are \$57 and \$73 respectively. The average salaries of the teachers are between USD 200-250 (per month) in primary and upper primary schools and

between USD 300-350 for secondary schools (per month). The Ministry of Education Budgetary Allocation for 2011 and 2012 is annexed.

3.6 SUPPORT TO THE SECTOR

While the Puntland Government has played an integral role in coordinating and financing recurrent costs in the education sector, its budget of some 3% of overall government expenditure to the Ministry has been far from sufficient to finance its annual recurrent expenditure. Accordingly, a substantial level of donor support has enabled many of the vital projects and activities to take place. This Strategic Plan is predicated on the continuation of this support which, in turn, provides clear indications of needs and priorities to which development partners are called upon to respond in a coordinated manner.

It is appreciated that each of our development partners has immensely contributed to and effectively participated in the holistic development of education in Puntland. Myriads of education projects have been supported and implemented successfully. There has also been an increasing trend in multi-donor programmes in recent years and this trend is welcomed. The involvement of our development partners in comprehensive programmes has led to the development of sector wide consultation in education and it is envisaged that this will continue and gain momentum, guided by this Strategic Plan which will further improve donor coordination.

An important foundation for achieving sustainability is largely dependent on how the beneficiaries appreciated, perceived and owned the projects that the development partners assist. Precisely when the Government of Puntland and its Ministry of Education may manage and sustain the initiatives without on-going donor assistance will be determined by regular assessments carried out by the Implementing Partners in conjunction with the MOE and appropriate decisions will be taken by all actors.

The government proposes exploring avenues of resource mobilisation from the Diaspora and encouraging the role of the private sector. Specific and targeted programmes, based upon this ESSP, will be dovetailed to enable the poor and talented to have access to affordable education.

3.7 THE SECTORAL PERSPECTIVE

While subsequent sections deal with particular sub-sectors, it is emphasised that this Strategic Plan addresses all of Puntland's intended educational activities in an integrated manner. It is considered necessary to conceptualise this 5-year campaign as the one coherent sector-wide Plan rather than as a series of disconnected sub-sector plans. Similarly, it is essential that the entire operation be managed and reported upon as one all-embracing drive to achieve broad educational – and thus economic and social – goals as opposed to isolated campaigns aimed at solitary targets.

By such means may synergies between the sub-sectors be considered and, where relevant, applied. For example, such possibilities as the following and many others will readily be considered:

- Shared utilisation of facilities (for example, the one building being simultaneously a secondary school, a TVET centre and a NFE centre);
- Shared utilisation of equipment;
- Cross sub-sectoral roles (for example a DEO, on visiting a particular locality, inspecting and advising not only schools but also a Teacher Training College, a TVET centre and a university distance learning centre);

- University and college students volunteering to participate in a literacy campaign;
- EMIS progressively covering the entire education sector in an increasingly cost-effective manner; and
- Continuous exchanges of information and ideas by representatives of all sub-sectors at MOE, regional and district levels.

Such a sector-wide approach focuses attention not only on potential synergies but on the necessity to establish priorities. As already emphasised, the main priorities over the 2012-16 period of this Plan will be (i) Primary Schooling, (ii) Teachers, and (iii) NFE and TVET. This is not to say that any of the other sub-sectors will be down-graded or starved of support – rather that cost-effective solutions will be sought and applied in each area. For example:

- Early Childhood Education has much to offer families and the nation – as far as possible it will be supported at the policy level and in curriculum development by government and delivered through partnerships with non-government actors;
- Curriculum development, transparent examinations and sufficient textbooks are vital ingredients of an effective education sector: cost-effective ways, relevant to Puntland's conditions and aspirations, will be set in motion to achieve high standards in these related areas; and
- The particular challenge of offering sufficient secondary and tertiary places and of delivering quality teaching in these areas in conditions of prevailing will be seriously addressed. Issues of gender and geographical equity apply here as elsewhere. Eventual solutions may involve elements of distance learning, information technology, digital textbooks and international cooperation: no possibility will be excluded.

Similar considerations apply across all sub-sectors and supporting activities. Educational managers at all levels must be creative as well as responsible. Teachers are called upon to devote themselves to their vital tasks, despite their acknowledged limited remuneration, at this crucial phase of Puntland's development. Each sub-sector will be addressed in subsequent sections of this Strategic Plan and the several objectives and policies presented there are coherent with and supportive of this overall Education Sector-wide approach.

3.8 PURPOSE, RESULTS AND ASSUMPTIONS

The ESSP 2012-16 Purpose is that 'All our children and many adults receiving high-quality education'.

This will contribute to the Overall Objectives of a 'Competent, trainable and well-motivated workforce' and 'Social cohesion and individual fulfilment'.

The Purpose will be achieved through three necessary and sufficient Results:

1. Participation in education significantly increased
2. Quality of education significantly enhanced
3. Effectiveness of educational support and coherent management significantly upgraded

Those Results will be brought about through the following Activities:

- 1.1 School mapping
- 1.2 Construction, upgrading and maintenance
- 1.3 Inclusive education
- 1.4 Teacher placement

- 1.5 Free and compulsory primary education
- 1.6 Scholarships and bursaries
- 1.7 Especial support for girls and female teachers
- 2.1 Child-friendly schools
- 2.2 Activity learning
- 2.3 Qualified and certified teachers
- 2.4 Career-long professional development of teachers
- 2.5 Teacher morale upgraded
- 2.6 Curriculum development
- 2.7 Provision of suitable learning materials
- 2.8 Classroom- and school-based assessment
- 3.1 Supervision and Inspection
- 3.2 Policies and regulations
- 3.3 Examinations
- 3.4 Commission for Higher Education
- 3.5 Puntland Qualifications Framework
- 3.6 Information-driven planning – cost-effective sector-wide EMIS

The following **Assumptions** have been made and these will be monitored as ESSP unfolds:

- Economic development continues
- No major natural or man-made disasters
- Children, adult learners, employers and the community recognise the importance of education at all levels and skills development.
- Development Partner support for education sector co-ordinated and maintained
- Support of the Diaspora maintained
- Support of local communities maintained
- Support of civil society maintained
- Support of private sector increased, including but not limited to TVET provision
- Proportion of public funds applied to education sector at least maintained

These objectives, results, activities and assumptions are depicted in the ESSP LogFrame which is annexed. Where ‘sub-sectoral LogFrames’ are presented, these are entirely consistent with the overall Education Sector LogFrame.

3.9 KEY RESULT INDICATORS

ESSP’s implementation will be monitored by the team set up by MOE for this purpose. In addition, there will be **annual reviews by teams of DP representatives and stakeholders**. This necessitates a limited number of Key Results Indicators at the programme level. These KRIs need to be objectively verifiable and readily measurable. Each must be challenging yet achievable. Taken together, they will indicate whether and to what extent the ESSP has been an overall success. Each should relate to what is planned to be the end-of-Plan (i.e. 2016) situation. The agreed KRIs are set out below:

ESSP KEY RESULT INDICATORS

- A. From 2012 through 2016, all development partner supported projects and programmes accord with the objectives and priorities of this Puntland Education Sector Strategic Plan.

- B. In the 2015-16 FY, at least 12 per cent of the Puntland national budget is directed to the education sector.
- C. By 2016, the agreed national ECE curriculum is in use in all forms of ECE nationwide.
- D. Primary enrolment in 2016 has risen at least 25 per cent from the enrolment level in 2011.
- E. By 2016, at least 65 per cent of those who enrolled in Grade 1 complete primary education.
- F. By 2016, the nationwide rural-urban disparity in primary enrolment will be less than 20 per cent.
- G. By 2016, English is being taught from Year 5 onwards in all primary schools.
- H. By 2016, at least 60 per cent of pupils completing Primary Grade 8 score at least 'C' in the Puntland Certificate of Primary Education.
- I. By 2016, at least 50 per cent of those who complete a phase of Non-Formal Basic Education enrol in formal education or TVET.
- J. By 2016, at least 40 per cent of primary-aged children with special educational needs are receiving appropriate education.
- K. By 2016, at least 35 per cent of TVET graduates are employed (or self-employed) using skills in which they received training.
- L. At least 85 per cent of all teachers in primary and secondary schools (including private schools) in 2016 have received appropriate training.
- M. At least 95 per cent of all head teachers in primary and secondary schools have received appropriate training and are receiving relevant allowances.
- N. By 2016, the annual attrition rate of primary and secondary teachers is less than 6 per cent.
- O. By 2016, at least 15 per cent of (both boys and girls in) the cohort commence Secondary Education.
- P. By 2016, at least 65 per cent of secondary graduates progress to accredited higher education programmes.
- Q. By 2016, all post-secondary qualification programmes in all public and private higher educational institutions have been accredited by the Puntland Commission for Higher Education.
- R. By 2016, EMIS is providing accurate and up-to-date information within three months of school census dates in support of educational planning at primary and secondary levels nationwide.
- S. By 2016, at least 75 per cent of primary and secondary schools score at least 'satisfactory' grades in their annual comprehensive school reports conducted by the quality assurance and standards department.
- T. By 2016, Puntland National Examination Council will quasi-autonomous.
- U. By 2016, Somaliland-specific curricula covering at least Social Studies and the Somali language are in use in all primary and secondary schools (including private schools).
- V. By 2016, all primary (including NFBE) and secondary pupils will be using textbooks across all grades and in all subjects with at least one book between 2 pupils nationwide.
- W. By 2016 some library services will have been provided to all of Puntland's primary and secondary schools.

These KRIs relate to the end of the ESSP programme period: intermediary indicators will be interpolated based upon the above 2016 targets and the best available estimates of the current situation. There will also be Indicators associated with each donor-funded programme and project, to be agreed between the Ministry and the Development Partners. All OVIs should be consistent with and supportive of ESSP's objectives and priorities.

4. EARLY CHILDHOOD EDUCATION

4.1 Objectives

Early Childhood Education² (ECE), primary education and non-formal education programmes all fall within the category of basic education. Basic education equips learners with the essential skills of literacy and numeracy upon which other learning and skills can be built. Quranic education forms a component of ECE. ECE is offered to children in the 3-5-age bracket and its focus is on stimulating and developing the cognitive, affective and psychomotor skills and his/her holistic development. ECE also prepares children for school and eases the transition from home to primary school. During the recent Parliamentary elections an ad hoc vote-stimulating announcement was made, promising the implementation of free early childhood education services (for which the government has no budget). For financial and manpower resource reasons, ECE services are still underdeveloped. To date only a few privately owned and unregistered kindergartens exist.

The vision is to create quality early child education systems that will ensure all students are successful learners regardless of their abilities and the following principles will be applied:

- The ECE curriculum will provide for cognitive stimulation and inculcation of psycho-motor skills. It will also foster the development of early affective skills using culturally appropriate learning activities.
- Emphasize good hygiene and sanitation practices, proper feeding, adequate nutrition, immunization and growth monitoring as well as on the enhancement of existing positive cultural child-rearing practices.
- The Somali language will be the medium of communication and learning.
- Promote the growth of home based ECE programme to reach parents and care givers in their homes as well as in the ECE centres for 3-5 year old children.
- Support children and care givers, particularly mothers, so that children under their care are well nourished and healthy.
- Provide integrated care, support and nurturing that meet the psycho-social, health and educational needs of children through activities that encourage them play and try exploratory behaviour, early cognitive growth and manipulation of objects.
- Encourage communities to play active roles in the development of local structures for the better care of young children, including the training of parents and other caregivers on how to provide opportunities for their children in developing life skills such as feeding themselves, washing, dressing and problem solving.
- Encourage communities to set up ECE centres in urban and rural locations including nomadic areas.
- Support the development of a multi-sectoral approach with regard to the provision of ECE that involves the MOE, health workers, local authorities, development partners and the private sector.

² The term Early Childhood Education is preferred and it should be regarded as containing, for example, Early Childhood Development, Pre-school Education, Kindergarten and Nursery provision.

- Infuse major elements of ECE into the Quranic education curriculum for children in this age bracket.
- Ensure the development of appropriate linkages/transition between ECE and primary school education.

An ECE Coordinator to be appointed to work in the Ministry but based at Puntland Institute of Education. All registered ECE centres to receive financial and material support from the Government. Village leaders and Ulamas will be instrumental in encouraging parents and the Communities to play an active role in early childhood education.

4.2 PROBLEMS AND POLICIES

Early Childhood Education is non-existent in Puntland because learners at that level are enrolled at local Quranic learning centres. It is on this understanding that integrating Quranic ECE with basic formal curriculum is proposed. Funding to support ECE initiatives and development is a concern and remuneration for ECE teachers will be incorporated into the government budget.

The inadequate supply of preschool teachers to meet the needs of Early Childhood Centres with both Quranic and basic formal education will be an uphill task. The establishment of one ECE centre in a village will be encouraged. Parents will be encouraged to enrol children between the ages of 3–5 years old at an ECE centre. The Ministry will explore ways to fund teachers' salaries.

- Teachers in ECE centres will be encouraged to enrol in ECE training programmes offered by the PIE.
- All ECE programmes should be guided by the approved National Curriculum.
- The MOE will conduct in-service training for ECE in collaboration with PIE and Ministry of Justice, Religious Affairs and Rehabilitation.
- MOE and PIE will collaborate in monitoring the quality of ECE centres.

The education policies and strategies will promote the development, expansion and improvement in early childhood development through seeking and strengthening community support.

- Develop an integrated approach involving both Quranic and basic formal curriculum. This is accomplished following a national situation analysis conducted in conjunctions with the Ministry of Justice, Religious Affairs and Rehabilitation.
- Teachers with both Islamic and basic formal education background identified and trained.
- Implement registration system of the centres.

ECE Objectives and Strategies are tabulated in the Supplement where the LogFrame for ECE is also presented.

4.3 INDICATIVE COST IMPLICATIONS

An ESSP paramount priority in this sub-sector is to develop the national ECE policy and the curriculum and it is projected that this will cost some US\$ 1,321,600 over the 5-year Plan period.

Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis. This will involve working closely with the Quranic schools and local communities. Monitoring should be carried out by DEOs. Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed. It is anticipated that some US\$**1,321,600** might valuably be invested in this sub-sector over the 2012-16 Strategic Plan period.

5. PRIMARY EDUCATION

5.1 PARTICIPATION

This is the priority sub-sector and the goal is that of universal provision and access to primary education with a broad and enriching curriculum to enable all students to realize their full potential; monitor and enforce compulsory education; provide and ensure an accommodating learning environment for all students; provision of an adequate supply of teachers; assess and examine areas that prohibit access of all to primary education.

Primary education covers an eight-year cycle from Years 1–8, for children aged 6-14. All government primary schools are community owned and managed by school committees on behalf of the Ministry. While the Ministry is responsible for recruiting and paying teachers, providing school stationery and curriculum materials, assessment and examinations and teacher in service training and development. [The data in the following paragraphs are drawn from the October 2011 census and are presented through EMIS.]

Puntland has a total of 535 primary schools. The size of the education system (number of schools, enrolment and teachers) varies significantly in the different regions and within districts in the same region. The overall primary enrolment for Puntland stands at 107,907, which corresponds to an increase of 41% from 2006 data when the UNICEF PES recorded a total of 64,545 learners enrolled from grade 1 to grade 8. The growth trend continues to rise since 2003, although no information was available for the year 2007, 2008, 2009 and 2010, hence it was not possible to analyse the yearly percentage growth as no adjustment was made.

Seventy-one per cent of all enrolled primary school children (63,454) were enrolled in Lower Primary, while Upper Primary accounted for only 27,993 (29%). Compared to 2006 PES data, a difference of 10% was noted, with a Lower Primary enrolment that accounted for 81% and an Upper Primary enrolment which reached 19%. This demonstrates that more children are continuing their studies in the upper streams; as compared to 2006, upper primary enrolment rose of 125%.

All regions in Puntland had high percentage of primary school children in lower primary: the statistics suggest that there is a very high dropout rate between Lower and Upper Primary which could be due to inadequate spaces in Upper Primary or lack of funds to pay school fees. It is alarming to acknowledge that only 3 out of 10 children continue their education in upper primary classes.

Boys constituted 60% of the total primary school learners enrolled in Puntland. Only 42,275 girls were enrolled or 40% of the total. However, it is encouraging to note that there was an increase of 54% (13,952 more girls) in girls' enrolment from 2006 where the percentage of girls stood at 40%.

The lowest percentage of girls' enrolment was witnessed in Upper Primary and the proportion of girls' declines gradually from grade 1 to grade 8, indicating high dropout rates. Between grade 5 and grade 8

there is an average yearly dropout of 22% for girls between consecutive grades. The statistics for boys are similar as they drop out from grade 5 to grade 8 at an average rate of 17% between consecutive grades.

Girls are mainly enrolled in urban schools and only 41% of girls enrolled in primary schools attend classes in rural areas. The Gross Intake rate (total numbers of pupils enrolled in Grade 1) stood at 39,708 (11,465 girls and 16,532 boys), which corresponds to an increase of 20% over 2006. The growth rate was positive in comparison with 2006 data, with high percentage increases in Grades 5 through 7 which demonstrates that more children are attending upper stream classes.

Due to the unavailability of data from 2010, it was not possible to calculate the survival rates between two consecutive years. However the statistics allowed the estimation (without taking into account the repetition rate) of the survival rates of those students who were enrolled in 2004 in Grade 1 and survived up to Grade 8 in 2011. The survival rate is equal to 36%; in addition 43% of students enrolled in Grade 1 in 2006 are now in Grade 6 in 2011. For the latter calculation, disaggregating data by gender, 42% of girls and 43% of boys survived to grade 6.

The Gross Enrolment Ratio (the total enrolment within a country in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education) for the school age children 6-13 years stands at 41% - 46% for boys, 37% for girls is only 37%. It is necessary to emphasise that this GER uses the UNDP population projection estimates (3% annual growth rate from 2005 data) as denominator. However, in 2013 UNDP, UNICEF and other partners are planning to conduct a Population Census, which will give the MoE and UNICEF the possibility to calculate the GER on actual population figures rather than on projections.

To show the extent of coverage in a given level of education of children belonging to the official age group corresponding to the given level of education, the Net Enrolment Ratio (the enrolment of the official age group for a given level of education, expressed as a percentage of the corresponding population) was calculated using enrolment data from the 2011–2012 Primary School Census and UNDP population estimates for 2011. In Puntland, the NER stands at the low figure of 37% - 41% for boys and 33% for girls. [Enrolment and Teacher numbers are tabulated in the Supplement.]

Regional Education Officers and District Education Officers support government in the management of the schools, teachers and school communities in the implementation of all educational services.

The Puntland Institute of Education designs, develops and revises curriculum and support materials. Each subject area will have a Curriculum Officer within the Institute and subject panels comprising of selected teachers from government schools, Quality assurance Officers, recognized Universities in Puntland who have in depth knowledge of the subject areas will be involved.

A steady increase in enrolment each year will remain the government's commitment. The enrolment ratio of girls will be raised through intensive campaigns mounted by government Administration, Local authorities, and Community Education Committees. Repetition and drop out rates reduced and retention levels increased. Teacher-Pupil ratio is 1:30 for primary schools as per our EMIS records.

5.2 OBJECTIVES

The main objectives of primary education are to:

- Introduce the child progressively to the world around him/her and to lay a solid foundation for future learning.
- Promote learners' growth and acquisition of spiritual, cultural and intellectual values and adaptive attitudes to life based on Islamic principles and ethics.
- Inculcate basic literacy, numeracy, and reinforce communicative and manipulative skills.
- Foster the growth of desirable civic qualities of tolerance, respect for others, maintenance of peace and patriotism.
- Stimulate learners' desire for knowledge and lay the basis for future/further learning.

5.3 SPECIFIC PROBLEMS

Challenges before us include the following:

- There is still a general lack of adequate trained teachers despite a significant number of professional development programmes conducted throughout the year by implementing partners.
- Community participation needs to be active and continuous. The accountability to the community requires that the school provides transparent feedback on student achievement. The community should be empowered to seek explanations from the schools for the failure of students to achieve the expected standards.
- Very little monitoring and evaluation of literacy practices and achievement is carried out at the classroom and at whole school levels.

5.4 POLICY STATEMENTS

Primary education will ensure that students are at the centre of the teaching and learning process. Primary curriculum will be developed and harmonized in all learning areas. National Curriculum Policy Framework (NCPF) will be developed. It will identify educational outcomes to be achieved and will provide advice to assist students experiencing learning difficulties.

Curriculum support materials in the form of Teacher Manuals will be developed at each year level and provide teachers with sequenced instructional activities related to each achievement objective:

- **Create a conducive learning environment.** Develop and expand schools to accommodate all facilities that reinforce proper learning and teaching.
- **Allocate adequate instructional time in all subject areas.** Relevant formative and summative assessment tools; participation in activity-based learning, programmes with an emphasis on problem solving skills; promote bilingual learning and teaching through improved pedagogies.
- **Equitable provision of facilities, equipment and curriculum materials-** nurture real life experiences of both students and teachers that would enhance learning and teaching; encourage dynamic responses from students and take them as positive learning experiences that students can foster; allow students to recognize own self-development but also fit in with the school's development.
- **Enhanced community awareness programmes** (through workshops, Parent days) to promote the value of education and the importance of supportive education within the families; recognize the differences in children and their prior learning.

The key intended outcomes are an improvement of gross enrolment from the current 44% to 60%; girls enrolment raised to 50% from the current estimate of 43.53%; and the retention rate for girls increased significantly over the five year ESSP period. Specific Objectives and Key Strategies for Achieving

Universal Primary Education and Completion are tabulated in the Supplement together with the prioritized activities for primary education.

5.5 INDICATIVE COST IMPLICATIONS

As already emphasised, primary education is the top ESSP paramount priority.

It is assumed that overall numbers of primary pupils will rise by 4 per cent annually, that student-teacher ratios remain constant, and that teacher salaries keep pace with the consumer prices index. [Other scenarios will produce differing results. For example, the introduction of Free Primary Education or a major increase in teachers' salaries would significantly increase costs. Any such development would need to be carefully costed as it is planned.] It is a major responsibility of government to cover the costs of teachers' salaries. The same assumptions have been made to cover the capital costs of school construction together with desks, chairs and other items that cannot be provided by School Committees: this investment in additional places is an ESSP paramount priority.

Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis – teacher development, learning materials, inclusive education, active learning and other related initiatives are addressed in other chapters. Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed. It is anticipated that some US\$ **118,615,573** might valuably be invested in identified ESSP paramount priorities in this priority sub-sector over the 2012-16 Strategic Plan period.

6. SECONDARY EDUCATION

6.1 BACKGROUND

Secondary education covers the four years from Form 1 to Form 4. As with primary schools, the Ministry is responsible for the recruitment of teachers and their salaries, the supply of stationery, curriculum materials, assessment and examinations and teacher in-service training. The Boards of Governors are expected to fund all other operating costs from school fees. Entrance to secondary education is determined by the National Examinations at Year 8. The 53 public secondary schools have appointed School Education Councils and are designated as community secondary schools, because support, salaries, maintenance and utility costs emanate from student fees, which are collected monthly. Presently, secondary school students pay US\$11-US\$15 per head, per month to attend school.

In 2012 a total of 11,979 students are enrolled in secondary schools, of which 70.4% are male and 29.6% are female students. 517 teachers serve their learning needs, of which over 96.9% (501) are male teachers while female teachers are a paltry 16 translating to 3.1% of the teaching force. Secondary education is the highest demand sub sector of education and there are presently not enough schools to meet this demand. The two principal factors preventing expansion are an acute lack of qualified teachers in math, sciences, languages and other specialized areas, as well as limited funding for building more schools.

Structures which will enable **equitable access** through the secondary system for all students including appropriate curriculum; access to adequate number and quality of teachers; access to a comprehensive

range of educational experiences which will enable students to make informed choices about their future

6.2 VISION AND OBJECTIVES

We aspire to a quality secondary education system that will provide a wide range of options for future study and career choices. Our objectives are as follows:

- Facilitate all around development of students spiritually, mentally and morally according to the norms and principles of Islam so that they can make positive contributions to the development of society.
- Equip learners with appropriate skills and attitudes to enable them to achieve a better understanding of the world around them.
- Equip learners with appropriate knowledge, skills, attitudes and insights that will empower them to realize their full potential and appreciate education.
- Develop critical thinking and problem solving abilities in the students and encourage innovativeness.
- Promote attitudes and cohesion related to patriotism, co-operation and adaptability.
- Develop the knowledge base for students' access to tertiary education within Puntland and abroad.

6.3 SPECIFIC PROBLEMS

The particular challenges include:

- Limited community ability to provide the required consumables for practical subjects.
- The shortage of teachers especially in the specialized subject areas such as English Mathematics, Sciences and other vocational subjects remains a concern. As a result, not all schools are able to offer all subjects available in secondary education, which is a great barrier to the achievement of the goal of equity in the system
- Classroom practices have substantial disparities in pedagogies and assessment practices. This whole area needs to be further strengthened through regular in-service training, demonstrations, professional support and mobilization of community and parental support and awareness programme

6.4 POLICIES

During the five-year ESSP period, the following will occur:

- An evaluation of the quality of implementation of the new secondary curriculum and support materials will be conducted.
 - Regular monitoring and on-site support for teachers in the implementation of the curriculum and support materials will be strengthened.
 - The teaching of vocational subjects will be strengthened to provide a wide range of options for employment and further studies.
 - Career counselling will be strengthened.
 - An itinerant arrangement of teachers will be explored where there is a serious shortage of teachers
- In relation to that last point, above, steps will be taken to provide **adequate instructional time and effective instruction**. There must be qualified and trained teachers across all subject areas and at all levels of the system; the teachers and community to act as role models to maintain a positive profile for children; assessment and evaluation policies, procedures and practices, which are fair and objective,

measures of achievement of purposes of curriculum; promote bilingual learning and teaching; provides a holistic approach to education.

Expected outcomes are an improvement in gross enrolment, net enrolment and reduction in drop out rates; valid certification of achievement for all students whether proceeding to further studies, employment, community or home; knowledge, skills, attitudes and values that promote further learning and a constructive and satisfying lifestyle.

Specific Objectives and Key Strategies for Achieving secondary education are annexed along with the prioritized activities for secondary education.

6.5 INDICATIVE COST IMPLICATIONS

As increasing numbers successfully complete the primary phase, additional secondary places will be needed.

It is assumed that overall numbers of secondary boys will rise by 4 per cent annually, and that the numbers of girls will rise by 6 per cent annually, that student-teacher ratios remain constant, and that teacher salaries keep pace with the consumer prices index. It is a major responsibility of government to cover the costs of teachers' salaries. However external support for the salaries of female teachers and for scholarships and bursaries for girls may be regarded as ESSP paramount priorities. Taking account also of the capital costs of school construction together with science, IT and library facilities, boarding accommodation, desks, chairs and other necessary items, it is projected that this will cost some US\$ **24,116,000** over the 5-year Plan period.

This investment in quality secondary education for increasing numbers of young people is an ESSP paramount priority. Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis – teacher development, learning materials, supervision and other related initiatives are addressed in other chapters. Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed.

7. HIGHER EDUCATION

7.1 BACKGROUND

Higher Education is characterized by high and relevant standards of quality with clearly articulated pathways to opportunities for knowledge and skills development. That is why University education is universally perceived as playing a crucial role in national development. However, despite the gradual expansion of higher education over the recent past in Puntland, challenges to access and equity remain. These include: inadequate capacity to cater for the growing demand for more places; mismatch between skills acquired by university graduates and the imbalance between institutions; gender and regional disparities. There are 4,058 students enrolled in the 8 universities, of whom 3,286 (81%) are male, and only 771 (19%) are female. The 6 colleges currently enrolment 1,260 students of whom 970 (77%) are male and 290 (23%) female.

7.2 POLICY STATEMENTS

The quality of university education in Puntland is severely limited by the constraints of resources. Good quality University Education provision is limited by the levels of resources, both human and financial. Existing University Education in Puntland is expensive which becomes a barrier to entry for many learners. It is important therefore to ensure that providers are not duplicating programmes and functions. Higher Education providers should be coordinated in order to ensure the highest and relevant standards in all programmes offered for the people of Puntland. All Higher Education providers will comply with the registration and accreditation standards prescribed by the Puntland Commission of Higher Education and Directorate of Quality Assurance and Standards

Should Higher Education be opened to trade in services, this will be governed by:

- Clear processes and conditions for registration and accreditation;
- Accession to relevant processes of quality assurance;
- Accession to processes of integration and compliance;
- Agreement to public scrutiny of financial status and programme quality; and
- A plan for the incorporation of the foundation programme into the school system will be developed and implemented.

Specific Objectives and Key Strategies for achieving higher education and prioritized activities for Higher education are annexed.

7.3 INDICATIVE COST IMPLICATIONS

ESSP paramount priorities in this sub-sector include the establishment and effective functioning of the Commission for Higher Education, support for libraries (based increasingly on internet linkages rather than on books) and the provision of scholarships and bursaries for, respectively, for brilliant and for disadvantaged students including girls. It is estimated that reasonable provision in these areas will cost some US\$ **4,298,000** over the 5-year Plan period.

Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis, seeking support from the diaspora and the private sector. Universities should be aware of opportunities for international support through such sources as Edulink, the ACP Science and Technology Programme, Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed at this level.

8. TEACHER EDUCATION

[The pre- and in-service preparation and lifelong development of teachers is, of course, a category of 'higher education' and some of the principles of the previous chapter apply.]

8.1 BACKGROUND

Teacher education and training in Puntland are carried out in various settings. Pre-service teacher education is provided mainly at Garowe Teachers College with some trainees also studying at the East Africa University. Some Graduates from the teacher education programmes are fully absorbed into the

school system every year and yet there is a chronic shortage of teachers in Puntland and many of those qualified and/or certified to teach are no longer in the classroom

In-service teacher education is conducted mainly through the Ministry of Education by various actors/ implementing partners under the direction and supervision of the Quality Assurance and Standards of the MOE.

A range of qualifications exist for qualified teachers with some holding a Diploma of Education while others hold a bachelors degree plus a teaching diploma or a Graduate Diploma of teaching. There are many mature teachers who hold only a primary teaching diploma from the Garowe Teachers College.

The minimum qualification for teachers in Puntland is the Diploma in Education and while it is not yet a policy to make a diploma a minimum qualification for teachers at the primary level.

The information in the paragraphs that follow is drawn from EMIS and the 2011 primary census. Puntland has 4,173 primary teachers, including 3,639 males and 534 females. The teacher cohort recorded in 2006 was 2,187 according to the PES 2006/7, which shows that there was a growth rate around 91% for both female and male teachers. The rural/urban analysis showed a fairly balanced distribution: 48% of primary teachers are in rural areas, 52% in urban settings. Generally, the number of male teachers was seven times the number of female teachers. Overall, 87% of primary teachers in Puntland were males and this proportion has increased since 2006/7 when the male teachers represented 82% of the total number of teachers.

With regard to primary teachers' qualification, a qualified teacher is defined as someone who has finished the basic required academic training to become a teacher, but he or she has not necessarily undertaken any specific teacher training. A certified teacher is a qualified teacher who has also completed the minimum required number of years of teacher training. An unqualified teacher is someone that is neither qualified nor certified.

The total number of qualified teachers was 4,115, including 530 females and 3,585 males. Females represented only 13% of the qualified teachers' cohort. In addition, only 636 teachers (18% females) had completed at least two years of teacher training to qualify as certified teachers. 58 teachers were recorded as unqualified, representing 1% of the total number of teachers in Puntland.

Out of 4,115 qualified teachers (530 females), 8% have a Diploma (7% females), 75% a Secondary School Certificate (13% females) and only 5% a Bachelor Degree (4% females). 336 teachers are reported to have a diploma and 3,096 a secondary school certificate as their highest qualification. The distribution of teachers holding a secondary school certificate is spread more evenly across the 7 regions. The analysis also showed that 64% of those qualified teachers with a Primary School Certificate as their highest qualification were based in the rural schools while instead 50% of teachers with secondary education taught in urban schools.

Certified teachers are only 636 or 15% of total teachers in Puntland. The proportion of certified teachers with a teaching diploma as their highest education qualification was 82%, while those with a teaching certificate were only 9%. Only 52 teachers held a Bachelor Degree in Education (6% females). The 2011 survey recorded only 112 female certified teachers and an urban/rural analysis showed that 63% of these were teaching in urban settings. 46% of certified male teachers (242) were recorded teaching in rural schools.

With regard to those teaching in the PAE sub-sector, the October 2011 census recorded 920 teachers, including 123 females and 797 males. Female teachers were only 13% of the teaching cohort. This percentage is in line with that of the formal sector, where the proportion of female teachers also stood at 13%. An Urban/Rural analysis indicated that almost 78% of teachers are teaching in urban schools while only 200 teachers are involved in teaching the 3,936 learners from the rural areas. The urban/rural analysis for female teachers is in line with the overall percentage of teachers, as there were 25 female teachers in rural schools, representing 20% of total female teachers. The statistics revealed an uneven distribution of teachers across the rural and urban areas of Puntland which demands for equity improvements by, for instance, redistributing the current teaching force.

In regards to PAE teachers' qualification, the total number of qualified teacher was 900, including 122 females and 778 males. Females represented only 14% of the qualified teachers' cohort. In addition, only 108 teachers were certified (25% females). There were only 20 unqualified teachers in ABE and IQS centres, including 10 males and 1 female (5%) which represented 2% of total teachers in the PAE Sector. However, the certified teachers are only 12% of the total number of teachers in Puntland. Out of 900 qualified teachers (122 females), 8% have a Diploma (9% females), 74% a Secondary School Certificate (13% females) and only 5% a Bachelor Degree (12% females). In details, 69 teachers reported to have a diploma and 668 a secondary school certificate as their highest qualification. The distribution of teachers holding a secondary school certificate is spread more evenly across the 7 regions. The analysis also showed that 78% of those qualified teachers with no more than a Primary School Certificate (102) as their highest qualification were based in the urban schools while instead 80% of teachers with secondary education taught in urban schools.

The proportion of certified teachers in the PAE sub-sector with a teaching diploma as their highest education qualification was 88%, while those with a teaching certificate were only 8%. Only 3 teachers held a Bachelor Degree in Education (67% females). The survey recorded a total of only 27 female certified teachers and an urban/rural analysis showed that 74% of these were teaching in urban settings. Only 27% of certified male teachers (79) were recorded as teaching in rural schools. The PTR for primary alternative education in Puntland stands at 18:1.

8.2 VISION

Sustainable, creative and on-going teacher education programmes (pre and in-service) that produce good quality and committed teachers – leading, as a longer-term goal, to **continuous professional development**.

8.3 TARGETS

The main issue for teacher education and training is the provision of consistently good quality pre-service programmes that are relevant and effective in meeting the needs of teacher trainees so that they can be effective teachers who are able to make children enjoy learning. There is also a need to provide good quality in-service training programmes that cater for the professional development of teachers.

It is also important to improve all processes of programme planning, design, and implementation and review so that they comply with established standards. The relationship between pre and in-service

training and the continuous professional development of teachers must also be clearly articulated within the concept of teaching as a fulfilling career path with attendant high status..

8.4 POLICY STATEMENTS

Teacher education and training comprises; pre-service training; a probationary period and continuous in-service training. Programmes for new teachers to be regularly reviewed and supported. Continuous support for teachers will be provided through regular and accredited in-service programmes.

- Teacher education programmes will be of the best quality.
- Teacher education will be on-going and in-service training accessible for professional development and lifelong learning.
- A National Teacher Development Framework will be developed for the effective coordination of all teacher education programmes.
- QAS guidelines on quality assurance measures, standards and compliance frameworks and accreditation of programmes will be adhered to.

8.5 QUALITY OF TEACHING SERVICES

The quality of teaching services is the product of a combination and interaction of numerous factors including the quality of intake into teacher-training institutions, teacher training programmes, resources available, work environment, working conditions and entitlements, teacher support systems, and personal qualities.

The Teachers' Training College is heralding improvements in the teacher training programmes. It offers a two-year Diploma course which depending on individuals staircases into two further years to complete the Bachelor of Education. The initial two year course at GTEC is however a training for those who are to be prospective primary school teachers.

8.6 SPECIFIC PROBLEMS

- There are many teacher development activities taking place in Puntland. These must be coordinated to address problems and to maximize the use of scarce resources.
- There are high rates of teacher attrition from the service due to improper remuneration. This threatens the quality of teaching and learning.
- The shortage of teachers in certain subject areas in secondary schools needs to be addressed.
- Aligning pre-service and in-service training programs with the identified needs of teachers need to be actively pursued.
- Improving entry criteria to teacher training and attracting the best people to become teachers.
- There should be teacher support systems in place to ensure continuous professional development of teachers and improvement in their conditions of work.
- There is a need to rationalize resource allocation to ensure the optimum use of what is available. Schools should consider the range of subjects to be offered in relation to the availability of qualified teachers.
- Apart from the obvious locations that are unattractive to teachers, there is always a problem of matching the schools' needs for teachers and teacher inclinations and preference for where they want to teach.

- Teachers in the rural areas do not have the same opportunities for professional development as teachers in the urban area.
- Securing accommodation for teachers in rural areas is difficult.

8.7 POLICY STATEMENTS

- The expected characteristics of quality teachers are those who are competent, proactive, respectful, ethical, tolerant, accountable, honest, impartial, loyal, willing, loving, prepared, balanced, aspiring, innovative and creative.
- A national teacher development framework will be established to guide teacher development policy and to monitor the implementation of quality programmes.
- Teachers will be supported through regular in-service training programmes.
- The shortage of teachers in subject areas in secondary schools will be addressed.
- All teachers sponsored by MOE will be bonded for a period of time equivalent to the length of time spent on training. [This bonding process will be planned and implemented in a sensitive and thoughtful manner. The prospective teacher should make not only a legal commitment but **a vow of service from the heart**, rewarded not so much in financial terms as in the opportunity to serve Puntland and its coming generations at a crucial time of this nation's existence.] A teacher with a current bond obligation is not eligible to apply for further studies until the bond obligation is served.
- Teachers will be required to remain in a school for a minimum of three years before they seek a transfer to another school.
- The holder of a position of responsibility will hold that post for a minimum time of three years before they are eligible to apply for another position or a transfer to a different location.
- Teaching Career and Salary Structure based on continuous excellent performance over a three-year period.
- Teachers' outstanding performance will be recognised through special merit awards and further training opportunities.
- A system of incentives and awards will be developed and implemented to attract and retain teachers in the service.
- Standards for pre-service qualifications for teachers will be consistently reviewed.
- All teachers in the public sector will hold a professional qualification in teaching.
- Professional development courses for teachers will be offered via open and distance learning.
- Strategies will be developed to address the mismatch between locations of need and teacher preferences.
- The status of teachers and their key roles in their communities will be addressed.

8.8 STRATEGIES

The following strategies will be effectively applied:

- Conduct aggressive marketing and promotion of teaching as a career;
- Improve the processes of teacher recruitment;
- Establish and implement National Teacher Development Framework;
- Strengthen teaching within the new primary curriculum;
- In consultation with PIE, arrange pre-service and in-service training in response to new curriculum initiative;
- Provide continuous professional development of teachers in consultation with PIE and other relevant training providers;

- Encourage the establishment of subject-focused professional associations for teachers;
- Strategies will be developed to address the shortage of primary teachers;
- Monitoring and evaluation of all teacher development activities will be reviewed and strengthened;
- Support access to teacher training programmes through Open Distance Learning (ODL);
- Ensure QAS accreditation of teacher education programmes;
- Review and revise Performance Appraisal documentation of school personnel;
- Conduct review of schools in accordance with the School Review cycle
- Provide Fast Track training for additional primary teachers;
- Develop incentives of awards to retain teachers;
- Ensure all government teachers have a teaching qualification.;
- Conduct training on multi-grade teaching;
- Provide fellowships and alternative ways of deploying secondary teachers in areas of critical need;
- Develop and implement a teacher bonding system, incorporating moral as well as financial commitment;
- Teachers to be trained to develop support teaching resources; and
- Review and implement the monitoring and evaluation of teacher development activities.

Specific Objectives and Key Strategies for achieving teacher education and prioritized activities for teacher education are annexed.

8.9 INDICATIVE COST IMPLICATIONS

The ESSP paramount priority in this sub-sector is the effective pre- and in-service training of teachers extending to their continuous professional development: the outcome must be professional commitment and active learning in child-friendly classrooms. A further ESSP paramount priority is for a major and comprehensive study during 2012 of all aspects relating to the provision of sufficient teachers of good quality and high morale, including such issues as bonding, incentives, pedagogy, inclusive education, effective supervision and each teacher's responsibility for classroom learning. The implications of teacher education have been costed under the primary, secondary and higher education over the five years covered by the strategic plan

Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis. Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed.

9 TECHNICAL AND VOCATIONAL EDUCATION

9.1 BACKGROUND

Post school technical and vocational education and training in Puntland comprises a range of programs with courses offered at different levels. Training is offered at technical and vocational institutes mainly at Garowe, Galkacyo, Bosaso and Qardho, Enterprise based trainings are managed by CBOs and local NGOs and private enterprises. The courses mainly offered at these centres are Masonry, Carpentry, Electricity, Auto-Mechanics, Beauty therapy, Tailoring and computer trainings. Considering the fact that the prolonged civil war ravaged Somalia had had an adverse effect on the Education System among

other service providers, many unemployed youths require skills to enable them be self-reliant and self-employed. It is the light of the above the TVET programmes need to be given much attention and existing TVET programmes strengthened.

Technical/Vocational Education and Training (TVET) were therefore designed to contribute to occupational proficiency through the transfer of appropriate skills, competencies and training in development and application of indigenous technology. It also responds to the basic occupational needs of its recipients. There are currently 28 TVET centres throughout Puntland, the majority being privately owned and run. Students pay fees corresponding to the length and type of course taken. For instance, the TVET in Garowe charges: US\$26 per student, per month for carpentry courses; US\$26 per student, per month for tailoring courses; US\$33 per student, per month for computer courses; US\$33 per student, per month for electricity and car mechanic courses.

An important milestone for the development of TVET in Puntland is the establishment of the Directorate of TVET at the MoE. That as it may, there is no structured training, lack of consistency in training of same skill due to lack of approved curriculum for most of the skills.

9.2 OBJECTIVES

The objectives of technical/vocational education and training at both the post-primary and post-secondary levels are to:

- Provide training opportunities for school leavers to enable them be useful citizens and self-supporting.
- Provide a technical/vocational education and training which is relevant to the industrial, commercial and economic needs of Puntland.
- Reduce disparities through increased training opportunities for females, the handicapped and learners from disadvantaged communities.

9.3 VISION

Quality technical, vocational and applied educational programmes to enable people to be gainfully employed in order to meet the skills requirements of industry and labour market demand in Puntland.

9.4 SPECIFIC PROBLEMS

- The main problem continues to be that of accessibility. This includes the distance of provider institutions from target students, cost of training including expensive infrastructures and provision of appropriate pathways for all kinds of clientele
- Technical and vocational education by nature requires much capital investment. Adequate resources must be allocated to enable the provision of TVET at strategic locations including the use of Distance Learning (DL) to reach as many clients as possible.
- There is a need to establish appropriate policies, procedures and processes to ensure maintenance of relevant standards and quality provision and learning outcomes of TVET.
- The whole issue of cost and related questions of affordability and economic sustainability of provision require policies that are precise, focused and integrated. Policies should also enable the government, development partners, private employers and community to work collaboratively to provide these resources.

- Policies must be linked to national development strategies, resource allocations and other policy commitments. They should recognize different levels and categories of Technical Vocational education and training including urban, rural, and the disadvantaged members of the society. Adequate skills training, social justice, community enhancement and cultural continuity, personal development, professional training and supplementary education must be provided. Where income generation and employable skills is the focus, the policies should include the identification and development of markets.

9.5 POLICY STATEMENTS

- The links and pathways between non-formal providers, technical schools and institutes and TVETs will be supported to meet labour market needs of the country.
- Institutions demonstrating best practice through effective mechanisms to gain funding and other resources will be considered for support.
- The Ministry will support effective policies and strategies for all TVET institution
- The public and private sectors and non-government organizations all play major roles in the provision of Technical, Vocational education and training. Policies should be developed recognizing the need to work out functional or organizational relations among providers while safeguarding the autonomy and the special nature of individual providers. In this way, the integration of all TVET education and training would enable the maximum use of resources

Specific Objectives and Key Strategies for achieving TVET and prioritized activities for TVET are set out in the Supplement.

9.6 INDICATIVE COST IMPLICATIONS

An ESSP paramount priority in this sub-sector is the provision of TVET policies, standardised curriculum, accreditation (in time allied with a National Qualifications Framework), encouraging (as opposed to directly investing in) the establishment on new centres and the improvement and extension of existing ones, and some provision for girls and members of disadvantage groups to obtain marketable skills. It is projected that this will cost some US\$ **15,125,000** over the 5 year period: it is further suggested that higher levels of contribution might prove counter-productive in their possible discouragement of local businesses to participate.

However, most of the priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis through predominantly private and quality ensuring sector involvement. Utilisation of other facilities – such as secondary schools and those of private companies – will be encouraged. The Government role will be predominantly that of facilitating, fostering. Provided all of the ESSP paramount priorities have been met, some development partner support will be welcomed, especially if it can be shown to result in reducing youth unemployment and generating income (and decreasing crime).

10 NON-FORMAL EDUCATION

10.1 BACKGROUND

The Government of Puntland has made an important commitment to formulate a non-formal education (NFE) policy as a major component of the education policy it commissioned through MOE in 2005. It was apparent that there were a significant number of youths and adults who missed out on formal education during and after the civil war and that Puntland's education system has never reached a majority of the population especially in the vast rural areas. It is against this backdrop that the policy spelt out clearly the need to strengthen and expand NFE programmes.

Non-Formal Education therefore refers to a broad set of learning opportunities that are offered to young persons and adults. These include vocational skills training, adult literacy, community health education and agricultural extension activities. Data provided by the NFE sector revealed that there are 228 NFE active centres throughout the seven regions, in Puntland. These are serviced by 868 teachers of whom 363 are male and 405 are female. Nearly all teachers work as volunteers, while those working with International Non-Governmental Organizations (INGOs) may receive a small stipend. Mentors and supervisors currently number only 48. In 2011 there were a total of 21,782 beneficiaries of whom 17,339 were female and 3,643 were male.

The NFE sector is also responsible for the educational needs of nomads and for the oversight of Quranic schools, which are both under-supported services with no or little data available. The need for a viable, beyond Quranic schools, form of education for nomadic children is well articulated. It is estimated that more than 60% of Puntland's population is nomadic, or displaced persons, who have been forced to revert to a nomadic style of living. Previous attempts to build fixed schools for nomads failed because nomads move and schools cannot. While some NFE centres cater for nomadic educational needs, these are largely attended by female students, leaving a significant proportion of the male population illiterate.

The data in the following paragraphs are drawn from EMIS and the October 2011 census. "Along with formal primary schools, primary school-aged children were found to be learning in non-formal education settings which in this report we refer to as Primary Alternative Education (PAE) centres. PAE centres are supposed to support the provision of basic education to all primary school-aged children in Puntland. This report analysed ABE (Alternative Basic Education) and IQS (Integrated Quranic Schools) schools."

ABE schools are mainly supported by two international NGOs (INGOs): the Norwegian Refugee Council (NRC) and Save the Children. The traditional Independent Quranic Schools (IQS), where Koranic Education is taught together with basic literacy and numeracy, are mainly community-based.

The 2011 Primary School Census recorded only 69 PAE centres (58 ABE and 11 IQS). The 2006/7 UNICEF PES survey accounted for 303 PAE centres, hence the statistics indicate a considerable reduction of Alternative Education. In the various regions of Somaliland, the number and size of the ABE centres varies considerably and the distribution of ABE indicates that they are largely limited to urban settings.

When the survey was conducted, 73 IQS were identified, with a total enrolment of 9,252 students (44% girls). The ratio of students in the Primary Formal Education sector to students in the PAE Sector was 5:1, in line with the ratio of 2006. The enrolment of pupils in ABE and IQS is 16,456 – an increment of 5,355 over PAE learners recorded in 2006/7 UNICEF PES. Girls represent 42% of this learners' cohort, equally distributed across the seven Puntland regions.

The majority of students enrolled in IQS and ABE schools were boys, who accounted for 58% of the total number of students, while girls were only 7,567. The Gender Parity Index (GPI) in the PAE schools is 0.85

showing that girls attend more PAE centres rather than the primary formal education where the GPI stood at 0.77. Only 24% of children were recorded as attending schools in rural areas, while 76% attended classes in urban settings. Girls' rural and urban enrolment followed this path: girls were mostly recorded in the urban PAE centres.

Boys constituted 54% of the total PAE centres' learners enrolled in Puntland. Only 7,567 girls were enrolled or 46% of the total. The lowest percentage of girls' enrolment was witnessed in Upper Primary and the proportion of girls' declines gradually from grade 1 to grade 8, indicating high dropout rates. 76% of PAE learners were found in Grade 1 and 2 and Lower Primary accounted for 92% of total learners.

10.2 VISION AND OBJECTIVES

The vision is that of a strengthened non-formal education system that is recognized as a legitimate form of education providing integrated and coordinated programmes, aimed at improving the quality of life, and enabling individuals and communities to achieve a sustainable future. Our objectives for NFE comprise:

- Increasing the access and participation of out-of-school children in basic education offered in primary schools but delivered flexibly with programmes such as distance learning.
- Imparting functional literacy and numeracy skills to youth and adults.
- Promoting acquisition of knowledge and skills equivalent to primary formal education.
- Inculcating life skills, positive attitudes to work, promoting a culture of peace and developing appropriate responses to social problems such as HIV/AIDS.
- Facilitating the development of economic opportunities through improved entrepreneurship and production skills

10.3 NFE PROGRAMMES AND PLANNED OUTCOMES

- Community based education providers who also deliver programmes aimed at improved quality of life.
- Non-formal education has a legitimacy of its own. It is not self-targeted to the vulnerable and most disadvantaged. It is and must be viewed as an education and learning channel that is good for all, from individuals to whole communities in Puntland.
- Non-formal education promotes individual and community sustainability. Sustainability relates to ways of thinking about the world, and forms of social and personal practice that lead to transformations in the way people think about themselves, in the ways they live, and in the ways they use resources and the environment.
- Providers of NFE include public sector ministries or agencies, private non-profit or for-profit organizations, village-based organisations, national service organizations, special-interest providers, and school-based providers.
- The types of programmes to be provided must broadly encompass: second chance education, education for social justice, personal development activities, professional training, community enhancement and cultural continuity, and supplementary education.
- NFE providers should enhance the re-integration/ re-entry of drop-outs with emphasis on girl-child back to school (primary, secondary).

10.4 SPECIFIC PROBLEMS

Some of the concerns that exist in NFE include:

- The need for NFE to be seen as a legitimate part of the holistic and integrated education system.
- The need to articulate what non-formal education is because it relates to decisions about planning, delivery, resourcing and evaluation.
- Quality assurance arrangements including quality of provider, quality of trainers, quality programme planning, resources and delivery of training need to be developed and implemented.
- An appropriate and efficient information system needs to be developed and maintained to enable analysis, planning and evaluation at both the national and provider level.
- While co-ordination mechanisms exist among non-formal education providers with a common interest, in general however, the existing relations among non-formal education are limited.
- Providers and programmes, between non-formal education and formal education are informal and ad hoc with the risks of fragmentation and duplication.

10.5 POLICY STATEMENTS

- The MOE and PIE will encourage and support the development of co-ordinated quality provision of NFE.
- In consultation with NFE stakeholders, the MOE will facilitate the establishment and implementation of consultative processes and structures designed to work out functional relationships between the non-formal and formal sectors. This includes resource distribution, policy coordination and implementation.
- NFE stakeholders in consultation with PIE will establish standards and mechanisms to ensure quality of the providers, trainers, programmes, planning, resources and delivery.
- An appropriate and efficient information system at both provider and national level needs to be developed and maintained to enable analysis, planning and evaluation
- The information system will enable linkages between providers and coordinating agencies.
- MOE will in consultation with IPs and stakeholders develop a funding policy for NFE that is criterion based, fair and transparent

Specific Objectives and Key Strategies for achieving NFE and prioritized activities are annexed.

10.6 INDICATIVE COST IMPLICATIONS

The ESSP paramount priorities in this sub-sector are the development and implementation of the NFE Policy together with continued provision at the increasing levels set out in the chapter (additional teachers, centres and QA officers). The payment of salaries together with the running costs of vehicles may be regarded as the responsibility of government. Accordingly, the costs of involved in developing the policy and related items together with the capital costs of establishing additional centres (which may be linked with primary schools) may be regarded as ESSP paramount priorities deserving donor support, and these may total something of the order of USD\$ 4,531,520 over the 5-year Plan period. Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis. Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed.

11. CROSS CUTTING ISSUES AND SPECIAL NEEDS EDUCATION

11.1 BACKGROUND

The education of children with disabilities is an issue which calls for urgent interventions from the Ministry of Education and implementing Partners. Three SEN centres are currently operational in the entire Puntland. Two of these, one Visually Handicapped and the other Hearing Impaired centres both in Garowe are managed by two Community Based Organizations, while the Physically Handicapped centre at Galkacyo is managed by Red Cross. The Puntland Education Policy Paper- Revised Edition, Education Sector Strategic Plan 2011-2015 all address the plight of all types of disabilities and considerable effort to support the inclusion of children with disabilities in educational settings in Puntland. The Ministry shall now embark on a process of introducing inclusive education. The MOE will move to put into place systems of support that will accommodate all children, including children with disabilities. This involves enactment of Education Act (now in draft form), changes and modifications in policy (Revised Edition at final stage) structures, content approaches and strategies, teacher training and professional development.

As an early intervention programme and initiative, both the MoE and IPs should take over the management of the VH and HI from the CBOs or join their effort by providing basic requirements in those areas of disabilities, funding and pedagogical support.

A Special Needs Education Advisory Committee (SNEAC) and Education Assessment Resource Centres (EARC) are to be established and a National Special Education Needs Policy developed. The SNE Coordinator post to be established within the MOE organizational structure by 9/2012 to provide support and advice in the development of a national system to increase the access and quality of education for children with disabilities: coordination of public awareness for parents and communities concerning the rights and needs of children with disabilities and contributing to the formulation of SNE policies.

11.2 VISION

A national education system supporting sustainable quality inclusive education and sports for all persons with special needs consistent with the key concepts of equity, quality, relevancy, efficiency and sustainability,

11.3 SPECIFIC PROBLEMS

- There is a need to develop a deeper understanding amongst teachers and the community regarding Inclusive Education approaches.
- There is a need to encourage children, youths and adults with disabilities to access quality education. This includes proper placements of children with disability in the appropriate centre.
- Referral links for children with disabilities and their families between Health, Education and Community based non-government organisations (NGOs) are weak.
- Special needs teachers being placed in special needs units require thorough training on areas of specialization to overcome any challenges in establishing inclusive best practice without consistent on-site support.

- There is a need for the MOE to work closely with the Ministry of Health (MoH) in the training of nurses in the identification of special needs students in the rural and urban areas.
- Whilst the NGO provides a grant for “Special Needs Education” mainly to Ministry there is a need to review the allocation of this assistance.
- The MOE needs to build efficient systems to maintain comprehensive data on children with disabilities, which can be used for planning appropriate early intervention and educational provision, resources and support services.
- There is a need for Action Research on Inclusive Education to develop a broader range of strategies for implementing Inclusive Education.
- There is a need to develop a comprehensive system of support for inclusive education.
- There is at present no participation of people with disabilities in sports: this situation must change³.

11.4 POLICY STATEMENTS

During the ESSP period we shall:

- Facilitate the enrolment and participation of children with disabilities. Special attention will be given to girls with disabilities.
- Develop sound knowledge of best practice for **inclusive education**.
- Work in collaboration with EARC, SNEAC, Early Intervention Program and the Ministry of Health (MoH), to ensure future sustainability of early intervention for children with disabilities.
- Encourage capacity building for the Special Needs Education Advisory Committee will be encouraged.
- Provide continuous support for Special Needs teachers.
- Support public awareness programmes on inclusive education and children with disabilities, with particular emphasis on girls.
- Enforce appropriate accessible educational and public facilities.
- Document, record and adopt appropriate models of good practice for educational and sporting provision.

It should be noted that ‘Inclusive Education’ relates to **ALL OUR CHILDREN** and that embraces those with Special Educational Needs as well as, for example, girls, pastoral nomads and IDCs.

11.5 GENDER AND EDUCATION: BACKGROUND

Equal access of girls and boys to primary and secondary education has been identified by the international community as a key measure of progress towards gender equality. The Government of Puntland being a signatory (through Somalia generally) to major international conventions and agreements on human rights and gender equality is expected to pursue policies that lead to the realization of this goal.

These conventions include the Universal declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Elimination of the Worst Forms of Child Labour, the Convention on the Rights of the Child, the Beijing Platform of Action, the Dakar World Conference on Education for All and the Millennium Development Goals (MDGs). Puntland (being a state of Somalia) has therefore committed herself to pursuing gender equality in all spheres of

³ The Paralympics were taking place as this point was being discussed.

development and putting in place measures to redress the existing inequalities. It is in the recognition of these conventions that the Government of Puntland formed the Ministry of Women development and Family Affairs in 2005, to address the plights of women and girl child in a bid to empower them in the light of economic development.

Gender disparities are still observed, particularly in rural areas and urban slums, and generally in performance and transition rates. Disparities also persist in secondary and higher levels of education. The realization of the girls and women's empowerment through education has been impeded by a number of factors such as cultural and religious attitudes and practices, infrastructural, inadequate policy guidelines, poverty, community awareness as well as lack of adequate female role models especially in the rural areas and male role models in the urban schools.

The Ministry of Education in partnership with other stakeholders, should put in place several targeted interventions, aimed particularly at promoting girls' education in Puntland. These include:

- Expansion and improvement of classrooms, boarding facilities, and water and sanitation facilities to create conducive and gender responsive environments particularly in the rural. These are areas of the lowest enrolments and participation. This is especially true of both girls and boys especially in Ayn, Sool, Sanaag and marginal points in the rest of other regions.
- Initiatives to ensure girls participation in all school activities leading development of high self-esteem. Capacity building on HIV/AIDS, life skills, sexual maturation and its management.
- Construction of schools for girls, equipping laboratories to improve girls' performance in science and use of school cluster approaches for in-service training of teachers and school managers in child centred and gender responsive teaching, peer education, guidance and counselling and school management.
- Advocacy for girls' education through community social mobilization campaigns, media and role modelling and the establishment of centres of excellence for girls.
- Community empowerment, mobilization and sensitization on inhibitive cultural practices to girls' education for example, child labour, FGM and early marriages.
- Teacher training on peer education and the establishment of boarding and mobile schools for children, and in particular girls, in nomadic communities.
- Affirmative action for girls/women to access further training e.g. in post school education and training opportunities, award of bursaries and scholarships etc.

The October 2011 primary school census through EMIS has produced the following information:

- Boys constituted 57% of the total primary school learners enrolled in Puntland. Only 39,708 girls were enrolled or 43% of the total;
- The teachers' cohort has continued to grow. When the census was conducted, 5,093 teachers were identified, including 920 females and 4,173 males. Overall, 87% of primary teachers in Puntland were males and this proportion has increased since 2006/7 when the male teachers represented 82% of the total number of teachers;
- The primary level Gender Parity Index (GPI) was 0.77 and although gender gaps continue at all levels in the education sectors; at the primary level, girls/women accounted for 44% of total Enrolments; 45% of Lower Primary Enrolments; 41% of Upper Primary Enrolments; 18% of teachers; 13% of qualified teachers; and 3% of certified teachers;
- The lowest percentage of girls' enrolment was witnessed in Upper Primary and the proportion of girls' declines gradually from grade 1 to grade 8, indicating high dropout rates. Between grade 5 and grade 8 there is an average yearly dropout of 22% for girls between consecutive grades. The

statistics for boys are similar as they drop out from grade 5 to grade 8 at an average rate of 17% between consecutive grades.

- Girls are mainly enrolled in urban schools and only 41% of girls enrolled in primary schools attend classes in rural areas. The Gross Intake rate (total numbers of pupils enrolled in Grade 1) stood at 39,708 (11,465 girls and 16,532 boys), which corresponds to an increase of 20% over 2006;
- Boys constituted 54% of the total PAE centres' learners enrolled in Puntland. Only 7,567 girls were enrolled or 46% of the total. The lowest percentage of girls' enrolment was witnessed in Upper Primary and the proportion of girls' declines gradually from grade 1 to grade 8, indicating high dropout rates. 76% of PAE learners were found in Grade 1 and 2 and Lower Primary accounted for 92% of total learners; and
- The census recorded 920 PAE teachers, including 123 females and 797 males: female teachers were only 13% of the teaching cohort.

11.6 GENDER AND EDUCATION – POLICIES

In 2010, the Ministry of Education established a Gender focal point at the Ministry to address and ensure gender responsive education sector programmes. The unit highlights key gender concerns in education such as disparities in enrolment, retention, and transition rates, negative socio- cultural practices and attitudes, which inhibit girls' access, learning environments that are not conducive to girls, stereotyping in learning materials and in class teaching, drop out of girls due to early marriages, among other issues.

The Policy recognizes gender equality as central to the achievement of EFA and proposes a number of strategies to address gender concerns in education. These include making the learning environment conducive to both boys and girls, promoting gender sensitive curricula, strengthening the capacity of both parents and education personnel at all levels to address gender issues, and making monitoring and evaluation systems more sensitive to gender issues.

Other policy and legal interventions that, in particular, target girls include:

- Engendering the curriculum, including teaching and learning materials;
- Developing a national gender education policy;
- Establishing the National and MOE task forces on Gender as well as the Gender Desk at the MOE and all other government ministries;
- Strengthening legal instruments to check gender violence and child abuse;
- Affirmative action in allocation of bursaries, admission of girls to universities and appointment of qualified female education managers at schools and administrative levels;
- Balancing gender during intake of teacher trainees and in deployment in schools;
- Affirmative policy on admission of girls to post-secondary institutions;
- Bursary allocation at secondary level has been enhanced and girls score higher points and receive an additional 5% bursary allocation in every constituency;
- Gender parity-based recruitment and deployment in management/decision making positions.

11.7 GENDER AND EDUCATION – STRATEGIES

In order to address the gender issues the MOE, in partnership with related Government Ministries/Departments, development partners, stakeholders and civil society, should make efforts to improve the state of girls and women through the various strategic interventions mentioned above.

The objective of this component is to complete the development of Gender and Education Policy and the dissemination and popularization of the policy.

Within the first two years of the 2012-2016 period of this Strategic Plan, forums will be organized to facilitate discussion, development, finalization and dissemination of the policy. Mass media will be used to inform the Puntland public about the policy and its implications for girls and women's education. The implementation of the policy will be monitored through Gender audits, with a scorecard produced and disseminated each year to provide feedback to the public.

The Directorate of Policy and Planning will manage this component working closely with the other directorates. The Gender Unit within MOE will organize communication, advocacy and publicity activities.

The key objective here is to ensure **increased enrolment and retention of girls** at all levels. The other objective will be to ensure that girls complete each cycle of school. Finally, where applicable, attention will be given to boys who are out of school.

Within the next five years, MOE proposes to address the social and physical constraint that girls face in accessing education. **Investments** will be made in mobilizing the support of communities, developing/improving girl friendly boarding facilities(where applicable), motivation and empowerment of girls to stay in school and addressing issues of drug abuse, child labour, etc., that reduce participation for both girls and boys. School- feeding will be used as an important strategy for improving girls' enrolment in schools in the rural areas and marginalized communities.

The objectives here will be the creation of gender responsive and child centred learning and teaching environmental studies as well as the improvement of performance of girls generally and, in particular, in Mathematics, Science and technical subjects.

MOE intends to develop a gender-friendly environment where girls, and boys, participate and perform well in education with particular focus on Maths, Science and Technical subjects. MOE will invest in teacher training for gender responsive and child centred and interactive training, operational research and innovative teaching methodologies based on the child's environment and developing and using low cost or no cost teaching materials.

The Directorate of Basic Education will coordinate and manage this component, in collaboration with the Directorate of Quality Assurance and Standards, PIE and PEB. Coordination of initiatives from other agencies, for example civil societies, will be sought through the United Nations Girls Education Initiative -UNGEI. Links will be established with INSET and the School based teacher development which focuses on upper primary level to complement cluster-based training which focuses on lower primary. Training will be carried out at the District and lower levels.

11.8 WATER AND SANITATION

The objectives of this component are to ensure gender sensitive sanitation facilities, access to sanitary pads, life skills training, promotion of appropriate hygiene and sanitation practices by school children, as well as provision of water. While the MOE will invest its own resources in this component, additional resources will be leveraged from other partners. As much as possible water supply points will be extended from existing supply systems. At the same time, in some places the water will be used to support sustainable school feeding programmes to improve on school hygiene.

Within MOE, the Directorate of Basic and Higher Education will be responsible for this component. However the Gender Unit will jointly plan and implement this component along with the directorate.

Specific Objectives and Key Strategies for achieving all of these cross cutting issues, together with prioritized activities are annexed.

11.9 INDICATIVE COST IMPLICATIONS

ESSP paramount priorities in this sub-sector are the establishment of a Special Needs Education Advisory Committee (SNEAC) and Education Assessment Resource Centres (EARC) and the development and implementation of the National Special Education Needs Policy. Inclusive Education will, as a further ESSP paramount priority, be implemented nationwide over the 5-year period, commencing in 2013 in all teacher education activities. Present levels of special provision will be progressively extended and Gender Education Policy and mobilising the support of communities, and motivating and empowering girls to stay in school particularly in the rural areas and marginalized communities. It is projected that this will cost some US\$ 2,505,000 over the 5-year Plan period.

Activities such as developing/improving girl friendly boarding facilities, school feeding and the provision of water and sanitation are undoubted priorities and should be included and costed in all such development – for example, all schools constructed should have separate toilets for girls, any school feeding programme should give especial attention to disadvantaged girls. Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis, integrated with wider initiatives as appropriate. The payment of salaries together with the running costs of centres may be regarded as the responsibility of

government. Accordingly, the costs of involved in developing the policy and related items, in moving into Inclusive Education nationwide, and the capital costs of establishing additional centres (which may be linked with existing schools) may be regarded as ESSP paramount priorities deserving donor support, and these may total something of the order of US \$ 2,505,000 over the 5-year Plan period.

Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis. Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed.

12. LANGUAGE POLICY

12.1 BACKGROUND

There are at least two essential ideas that underpin any consideration of language policies in education. The first is that language is a fundamental factor in the interplay between education, culture and participation in society. The second is that languages in education influence language status and language structures. Language communication forms refer to oral, written, sign and braille. The vernacular and national language of the people of Puntland is Somali while Arabic and English are their second and third language respectively .With establishment of formal education, the English language has become the most preferred language of access to educational opportunities and subsequent economic choices. This has not affected the role of Somali and Arabic languages in learning and limited their opportunities for expansion in their vocabulary, structures and textual features needed to be fully functioning for school learning. The Somali language is however the most accepted and preferred language due to its cultural identity, attachment and well being of Puntland people.

The prime objective of the Puntland education language policy system would be the development of trilingual of individuals, fully literate in Somali, Arabic and English. In the primary schools English is taught as a subject and is introduced at level 5. The medium of instruction in primary remain Somali in majority of the schools across Puntland. English is the sole medium of instruction in secondary schools and at tertiary levels.

12.2 SPECIFIC PROBLEMS

The intention of the Puntland Education Policy Paper (PEPP) is that Puntland literacy would be established first in years 1-4 and that English would be introduced in year 5 as a subject. The medium of instruction is Somali up to year 8. At form 1, the medium of instruction switched to English with Somali as a subject and English as the medium of instruction throughout secondary level.

The practical effect of this is that the development of trilinguality has been hampered by inconsistencies in the standard of the Somali language particularly in the use of diacritics in written Somali, the creation of new vocabulary and persistent use of English terms within Somali written texts. When English terms are not systematically assimilated into Somali but are used unchanged, people acquire negative attitudes about the capacity of the Somali language to express the technical concepts of different disciplines.

12.3 POLICY STATEMENTS

A key objective is that library services should be responsive to the needs of schools to enhance information literacy and learning for all should be made available over the 2012-16 ESSP period. In addition:

- Students to be fully literate in Somali and English and to be able to communicate effectively in any situation or community where either of the languages is used.
- Children to have the opportunity to explore ideas and concepts in their first language so that knowledge and understanding build on the language of the home and family.
- Research will continue in order to ensure that bilingual policies are evaluated and findings used to develop better and more effective practices.
- All policy and practice by the Ministry of Education, will uphold the status of Somali language as the first language of the Puntland people and its usefulness for social, academic and economic advancement.
- Somali and English will be used as the medium of instruction in an arrangement that allows language and thinking skills to be developed in both languages while ensuring Somali language maintenance.
- An integrated approach to teaching is encouraged where literacy in both languages are developed and supported by rich and varied resources and taught by teachers who are also competent in both languages.
- Quality printed materials in both languages will be provided.
- The development, production and distribution of high quality teacher and student curriculum materials in all subject areas and all levels of primary school will be planned and implemented at the earliest opportunity to support bilingual education.
- In oral Somali language presentations the practice of using English words unchanged will be discouraged. English translations will be available for record keeping and non-Somali speakers.

12.4 STRATEGIES

In order to achieve these objectives, the MOE will:

- Establish the Puntland Language Commission
- Establish appropriate research to refine language policies
- Conduct regular surveys of community language attitudes and language usage
- Publish appropriate documents and disseminate policies
- Develop bilingual primary curriculum materials and assessment strategy
- Implement pre-service and in-service teacher development programmes on bilingual methodology.
- Monitor and evaluate the implementation of the Bilingual Policy.
- Provide professional development for Ministry staff.
- Implement a professional development programme on Somali language usage in oral and written communication.
- Procure technical expertise in Somali language and language research as required.
- Support the development of the Somali Monolingual Dictionary

The cost implications are incorporated within the overall management of education expenditure which is addressed below.

13. CURRICULUM

13.1 BACKGROUND

The Puntland curriculum when published will be the official policy document for teaching, learning and assessment in all Puntland schools. It will set out national directions for schooling and provides for consistency in classroom programmes throughout the country. The curriculum comprises a set of national curriculum statements, which define the learning principles and achievement aims and objectives for each of the learning areas, which all schools in Puntland are required to follow.

National Curriculum and support materials are designed and produced by the Ministry for all schools from Years 1-12. Each subject will have an established panel of selected teacher with in depth knowledge of the subject area. Memberships of these panels include teachers from government schools and lecturers from tertiary institutions and vocational education college.

13.2 VISION

A broad and balanced curriculum that encompasses the full range of academic, social, cultural knowledge, understanding and skills which are essential for today's and tomorrow's world.

Learning experiences that describe the Puntland curriculum are – Somali, Arabic, English, Social Science, Mathematics, Science, and Islamic Religious Education. In order to achieve a broad and balanced education, students are expected to study all learning experiences from Year 1 to Year 12 with some specialization thereafter. The focus in each learning experiences is on the attainment of key learning outcomes that highlight ***what students are expected to know, what students are expected to be able to do and what students are expected to value.***

Quality Assurance Officers and Education Officers must provide continuous support for teachers in the implementation of the curriculum through constant school supervision and teacher inspections with feedback and follow-up.

The PIE will focus on the development of resource materials to support the primary and secondary curriculum.

A National Curriculum Policy Framework will be developed consisting of policies for learning experiences, curriculum coverage, subjects for each year level and time allocation for each subject area, language and bilingualism and trilingual, approaches to teaching and learning, process for developing curriculum materials, process for introducing new subjects into the curriculum, students with special needs, early childhood education, assessment, pathways for students and progression.

Puntland Institute of Education (PIE) to be established as enshrined in the Education Act will provide advice on issues relating to curriculum. The PIE will play a major role in the development of the National Curriculum Policy Framework.

13.3 SPECIFIC PROBLEMS

- For primary education, the existing curriculum has to be reviewed and harmonized. These needs are to be addressed urgently for quality primary education to occur.

- The adequacy of content knowledge of primary and secondary teachers as well as quality of pedagogical approaches to deliver the curriculum is an issue especially for subject areas like Mathematics, English and Science.
- The relationship between the Ministry and the National Universities of Puntland in particular the Faculty of Education needs to be strengthened so that the teacher trainees are familiar with the content of the primary and secondary curriculum and resource materials.

13.4 POLICY STATEMENTS

The following **curriculum principles** will provide direction and consistency for teaching and learning programmes. They are based on the premises that the individual student is at the centre of all teaching and learning, and that the curriculum will be of the highest quality.

- All students can be successful learners regardless of their abilities when they are provided with sufficient time and support.
- The Puntland Curriculum recognizes that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles.
- The Puntland Curriculum recognizes that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.
- The Puntland curriculum recognizes that programmes must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed to prepare them for work and further study.
- The Puntland Curriculum recognizes the need for teachers to use monitoring, assessment and reporting practices that will help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.
- The Puntland Curriculum recognizes the centrality of highly effective teaching in ensuring quality outcomes for students.
- The Puntland Curriculum emphasizes the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

The **goals** associated with the curriculum are:

- To ensure that all students achieve acceptable standards in all subjects and those schools establish high expectations for all students.
- To equip students to take an active role in the development of a just and prosperous society that builds on a rich cultural heritage and maximizes future local and international opportunities.
- To ensure that indigenous and global knowledge occurs within a bilingual language structure that develops existing knowledge, skills and values.
- To ensure that the total needs of all students including the academic, physical, spiritual, cultural and social needs are met through the programmes and activities provided by schools.
- To develop in students an understanding of music, art and aesthetics and provide for the creative use of imagination and individual expression.
- To foster the development of teacher's skills, knowledge and attributes so that they are able to maximize the learning potential of all students through teaching approaches that encourage enquiry, problem solving, debate and independent thought.

13.5 CURRICULUM VALUES

Values are the internal beliefs and attitudes held by individuals and groups that are used in responding to every-day events. The school curriculum will help individuals to develop and clarify their own beliefs and values. The values that underpin the Puntland Curriculum include:

Fairness, Collaboration, Acknowledgement, Consultation and Consensus in order to ensure that:
Decisions and practices are viewed as having respected the opinion of others and where outcomes are accepted as just

Love and Honesty, in order to ensure that:
There is consistency, love and sincerity in what is said and done.

Wisdom and Excellence, in order to ensure that:
High achievement is valued and celebrated.

Responsibility, Hospitality and reciprocity, in order to ensure that:
Students are responsible for their actions and take actions to assist others.

Honour and Respect, in order to ensure that:
Others are treated with consideration and sensitivity, the physical environment is maintained and cultural, spiritual values and societal rules are adopted by all.

Tolerance, in order to ensure that:
The differences and diversity within society is respected and accommodated.

Based on these principles, goals and values, new curriculum will be developed, harmonized and implemented for primary education. In addition:

- Time allocation for all subjects specified in the NCPF will be enforced.
- In the medium term, the Secondary Curriculum will be reviewed to ensure it reflects these principles, goals and values.
- Curriculum for all subject areas will be reviewed regularly to ensure quality and relevance are maintained. The partnership with the College of Education will be strengthened to ensure teacher trainees are familiar with the content and structure of the curriculum for primary and secondary education.
- The new Primary curriculum and related instructional materials will emphasize more active, child centred learning activities in the classroom, strengthening of pedagogical teaching skills and classroom assessment techniques essential for high quality teaching and learning and will be consistent with the bilingual education policy
- All students must be encouraged to participate in physical education, physical activity and sports
- A National Student Sports Policy will encompass the development, promotion and creation of initiatives and programmes for sports and physical activity in the Primary and Secondary Schools
- Every primary school to have a Sports master to coordinate and implement the school sports Programme.
- All Primary Schools to be encouraged to hold regular sports tournaments at the district level
- Secondary schools to be encouraged to hold regular sports tournaments at the schools, district and regional levels
- Encourage participation, safety and excellent performance in sports.
- Appropriate sport infrastructure will be developed.
- Participation in sports by students with special needs create positive peer interaction, empowerment, and greater self-confidence, strengthen mental and physical aptitudes, and rehabilitation will be promoted.

- Sports tournaments for students with special needs will be encourage
- The division of Sports will coordinate the training and accreditation of teachers as coaches and referees in various sports disciplines

13.6 STRATEGIES AND COST IMPLICATIONS

In order to achieve those objectives, there will be:

- On-going review of the curriculum
- National Curriculum Policy Framework implemented and monitored
- New Primary Curriculum developed, harmonized and implemented

It is emphasised that the immediate priority is to develop curricula in Puntland-specific areas such as social studies (history, geography, civics et cetera in relation to our region) and in the Somali language.

Other priorities as set out in this chapter will need to be met on a carefully-designed and cost-effective basis. Provided all of the ESSP paramount priorities have been met, development partner support will be welcomed, although retaining, say, Mathematics, Science or English curricula developed elsewhere would be acceptable over the Strategic Plan period. The cost implications are incorporated within the overall management of education expenditure, addressed below.

14. TEACHING AND LEARNING MATERIALS

14.1 BACKGROUND

The Ministry through the PIE will provide the curriculum and relevant support materials for all schools. At the primary level, these materials include syllabus, teacher manuals, student books, in-service training modules, science kits, resource kits consisting of readers, CDs and hands on activities for students as well as radios and CD players. Curriculum materials for the secondary level include curriculum statements for all subject areas, student books, teacher guides, learner’s guides, off the shelf texts and in-service training modules. The materials and equipment will be developed and procured mainly through development projects funded by various donors. For sustainability, schools are responsible for the maintenance of the equipment.

Implementation of the curriculum materials is monitored internally by the school principals and head of departments and externally by Quality Assurance Officers and Education Officers.

The potential to raise the students’ achievements is anticipated as a result of the substantial number of new resources that will be provided for the effective implementation of the curriculum.

A significant number of workshops will be conducted to ensure the effective use of these materials and equipment. As well, monitoring visits by the Education Officers and Quality Assurance Officers will be conducted regularly to support teachers in the use of resources.

14.2 SPECIFIC PROBLEMS

It is clear that, to support the teaching of literacy, more quality readers are required. These are generally in short supply. Moreover, the supply of learning materials to schools to date is largely dependent on

projects funded by donor agencies. Present quantities are insufficient with the increase in retention rates. Books are typically shared, remain in schools and generally not available for homework and personal study purposes. For effective implementation of the curriculum, schools need an adequate supply of teaching and learning materials.

14.3 POLICY STATEMENTS

The following arrangements will apply:

- Each school will be required to implement an effective policy on the use, safe and secure storage, and maintenance of materials and equipment.
- Government schools will be re-supplied with written curriculum materials every three to five years. These include Teacher manuals, student books and learners guides. There will also be an annual supply of consumable materials.
- For a more effective and sustainable implementation of the curriculum, teachers will be trained on how to develop their own curriculum materials (improvisation) through a research-based approach. These materials can then be reproduced and shared with other teachers and schools.
- The MOE's capacity for producing printed and audio-visual learning materials will be improved.
- The development of readers in Somali and English for Early Primary is an important objective in primary education. The readers will cover a range of topics, which will thematically link with other subjects.

14.4 STRATEGIES

To achieve the above objectives, the following approaches will be applied:

- Develop a strategic plan for continuous production of graded readers in Somali and English.
- Procure and distribute annual supplies of consumables for Science and vocational subjects for secondary schools
- Procurement of additional reading materials produced by local writers
- Reprint of curriculum statements and support materials annually
- Training programme for teachers will be designed and developed to produce their own curriculum materials
- Teachers Advisory Centres will be equipped and provided with sufficient resource materials for teachers
- As a long-term strategy the possibilities of **digital textbooks** will be explored, looking closely and their feasibility and potential cost-benefits in conditions such as those experienced in Puntland.

The cost implications are incorporated within the overall management of education expenditure, addressed below.

15. EXAMINATIONS, CERTIFICATION AND ASSESSMENT

15.1 GENERAL SITUATION

These areas are the responsibility of the Puntland Examination Board (PEB) a quasi-autonomous parastatal body within the Ministry of Education. The board which is yet to be constituted is currently

located in the main Ministry building as a department of Examinations. As with all other education sector agencies, it suffers the constraints of low levels of staffing and resources.

The PEB is intended to maintain recognized standards of education at the national and international levels. Through the PEB the Ministry is responsible for the assessment and certification of final examinations of public and private education institutions. This therefore calls for the urgent creation and development of PEB as a semi-autonomous institution under the Ministry. The body should be supported through the Ministry by implementing partners and ensure sustainability of resources and standards once the board has been established. The Examination body requires its own building located outside the Ministry with adequate security. Apart from administration of national examinations and certification, the body shall have many other functions which include establishing and operationalizing an item banking system investment programme

15.2 OBJECTIVE

The objective of this programme is to enable PEB to develop test item banking with pre-tested items as opposed to the current system where test papers are developed and administered without pre-testing. This programme provides Puntland with the following advantages:

- It guarantees that poor items do not appear in the actual examination papers;
- Items from the bank can be modified and recycled if they are collected from candidates at the end of the examination;
- Since the statistical properties of the items are known, it is possible to construct papers of comparable degree of difficulty from year to year thus increasing the reliability of examinations;
- In case of a need to construct a paper within a short time (e.g. due to leakage), readily available questions can be used; and
- Since practicing teachers are used to write items, item writing skills may contribute to improvement of pedagogy.

It is projected that 140 item writers drawn from among teachers in 7 regions and covering all areas being taught in primary and secondary schools will be trained. The programme also entails procurement of item banking software/equipment and training PEB personnel in its operation. The programme will involve setting, moderation, printing, packaging and administration of the test items targeting 5% of all the level 8 and form 4 candidates in sampled schools.

The Chief Executive of PEB, will be responsible for the management of the programme which will proceed once a thorough analysis of its costs and benefits has been carried out.

15.3 PRINTING EQUIPMENT

The objective here is to procure modern printing equipment for PEB. This will enable PEB to localize the printing of all of its examinations in order to cut on foreign exchange expenses that might be incurred in printing examination papers outside the country in future.

The programme will be phased over two years and will consist of procurement of equipment costing with investment covering the provision of a web printing machine and security paper counter. The second phase will consist of the provision of other printing equipment consisting of plate maker, folding machines, hydraulic forklift and trolleys, heavy duty guillotine, stitching machine, heavy duty shredder and a binding machine. The procurement of these equipment depends on the Ministry's financial ability

but largely depends on donors' assistance. The Secretary PEB, will be responsible for the procurement and installation of the equipment in liaison with the Ministry or donor.

15.4 EXAMINATION REVIEW

The objective of this programme is to prepare PEB staff to handle the challenges posed by the desire by a large number of adult learners and those pursuing the non-formal school curriculum for certification in order to provide linkages to the formal system.

The programme is designed to provide training for PEB staff to enable them design and mount examinations that meet the challenges posed by the ABE/NFE curriculum. It will include local training and attachments to other relevant examination boards. The programme will run over two years and will also target training of setters and moderators as well as providing funds for development and pre-testing instruments for the ABE/NFE curriculum both at primary and secondary levels. It will also provide for the training of examiners for ABE/NFE examinations.

The management of this programme will be carried out by the Chief Executive of PEB.

15.5 NATIONAL ASSESSMENTS

These are designed to gather objective and reliable data on educational standards at a national level. They are targeted at specific domains of learner behaviour e.g. numeracy and literacy, and aim at answering the question "what do students at this stage of education know and understand and what can they do?" At the moment Puntland has no effective national system for monitoring learner achievements at other levels except at the end of the school cycle. In designing a national assessment programme, it is appreciated that public examinations are designed for, selection and certification and only provide a small measure of learners' achievement of competencies.

National assessments have the following advantages:

- They provide a baseline against which changes in educational standards can be judged;
- They help to identify specific strengths and weakness in learner achievements so that curriculum and teaching interventions may be targeted for maximum effect;
- They contribute to the institutionalisation (monitoring achievements in lower primary (MALP) and monitoring learning achievement in upper primary (MLAUP) in the primary education cycle in order to ensure acquisition of basic learning competences by all learners in each subject at every level;
- They provide reliable and valid data to inform policy-making processes e.g. in the allocation of resources and monitoring accountability in schools;
- Through such assessments, learners with special learning needs may be identified early enough and a decision made on what to do with them.

The programme will involve an investment strategy that targets capacity development for PEB, PIE and quality assurance officers to be able to undertake national assessment. The programme will include local training and attachments as well as the development of capacity to prepare instruments for the national assessments. In pursuit of these goals the programme will entail capacity development for national assessment centre, including the provision of necessary equipment, and research resources. Once instruments are developed there will be need for initial piloting before dissemination of the tools and information. The Chief Executive of PEB will be responsible for the day to day administration of the programme in liaison with DQAS and PIE.

15.6 MLA and MALP

The objective of this programme is to harmonize the various initiatives – notably ‘Monitoring Learning Achievements’ and ‘Monitoring Learning Achievements in Upper Primary’ – that seek to monitor learner achievements at the various levels of primary education, with the ultimate aim to provide input towards establishment and operationalization of a National Assessment System.

The MOE proposes an investment programme to address weaknesses due to lack of harmonization in the various assessment initiatives. It is proposed on the understanding that co-ordination and cost effectiveness are pre-requisites to the development of a credible and effective assessment system. The study will inform MOE on the best practices to be adopted in developing a valid and reliable national assessment system that can track learning achievements at every grade/level of primary school education.

To implement this programme a core team to be based at the Puntland Institute of Education will steer the study under a consultancy firm. Subsequently, the team will provide training to district and zone-based officers through a cascade system.

The overall management of this component will be with the PEB’s working jointly with key departments (PIE, Quality Assurance and Standards, Policy and Planning and Basic Education). In carrying out its work, the core team in-charge would benefit from technical support offered by ICDSEA and other institutions/initiatives at regional and international levels. Harmonization of MLA, and MALP studies should also work in collaboration with relevant departments and other stakeholders.

15.7 COST IMPLICATIONS

The cost implications of the activities set out in this chapter are incorporated within the overall management of education expenditure, addressed below. While well-conducted exams and national assessments are vital, each proposed investment must be justified on an objective cost-benefit analysis – in times of acute scarcity, the opportunity costs of supporting, say, item banking must be assessed as against applying an equivalent amount in other areas. For instance, greater attention should be given to school- and classroom-level assessment in teacher training and other activities: this aspect of learning and feedback could provide significant qualitative improvements at relatively little cost and disruption.

16. INFORMATION

16.1 OVERALL SITUATION

Effective planning and decision-making should be information-driven. The Ministry will review its current processes and practices in Records management and the archiving of both paper and electronic information. The Ministry will take a more strategic approach to the management of information communications technology so that it can be fully utilized in the delivery of information and education services

An Educational Management Information System (EMIS) is being put in place and that will allow for efficient access to and retrieval of documents and other information. The Ministry through the EMIS unit

will centralize the collection and storage of its planning data. The School Census forms will be improved to ensure that data is collected in the form that is required for the Information System

A file audit will be conducted in all divisions to be accompanied by a training of filing clerks. The timely collection of data will be supported by a strong research capacity that will drive policy development based on evidence and disseminate findings. The resource intensiveness and the dynamic nature of EMIS might lead to critical problems of sustainability and maintenance. These specific problems – with more general ICT implications – include:

- Sustainability of the MOE management information systems
- Database Development and maintenance
- Development of the MOE EMIS Infrastructure
- Identifying standards and maintaining systems of process re-engineering
- Integration of ICT into Schools
- Curriculum development
- Training and professional development
- Data Backup and Disaster Recovery
- Policies and Procedures
- The shortage of competent maintenance service providers.
- The shortage of personnel in the ICT unit to adequately deliver services to the entire Ministry.
- Curriculum development not being accompanied by a systematic teacher training programme and provision of equipment and other support facilities in schools

The Ministry will take a more strategic approach to the management of information Communications technology so that it can be fully utilized in the delivery of information and education service. Therefore, there is a need to integrate ICT into general education. These will impact positively on curriculum development and delivery, pedagogical practices of teachers and learning needs.

16.2 POLICY STATEMENTS

During the 2012-16 ESSP period, the following policies will be applied:

- Standardize hardware and software for use in the Policy, Planning and Research Directorate with particular emphasis on EMIS unit and provide for sustainable preventative maintenance and replacement and organizational support and procedures.
- Reliable communication systems through networking both electronic and other means between all levels of education will be established.
- The functions and structure of the EMIS Unit will be reviewed as the unit gradually grows, to reflect its responsibilities of monitoring and management of ICT at the central/regional offices and at Institutional levels.
- Encourage the provision of access and training to teachers and students; and the integration of ICT into the curriculum resulting in changes to learning and teaching pedagogies.
- Establish processes that will ensure the provision of technology rich environments in pilot schools before implementation in all schools.
- Provide support for those schools that are unable to obtain ICT resources through other means.
- Provide professional development for teachers to use ICT in classroom learning will be supported through pre-service and in-service training.
- Provide professional development for technicians on preventative maintenance will be conducted.

16.3 STRATEGIES

In order to achieve the above objectives, MOE will:

- Maintain and review data backup and disaster recovery procedures
- Standardise MOE hardware and software wherever practical
- Review, monitor and maintain the MOE data systems
- Upgrade the EMIS unit to Division status once its practical value has been demonstrated..
- Develop a computerized records management system.
- Expand the MOE local and wide area networks
- Develop and document a Ministry Information Technology Plan
- Develop and implement training programmes for teachers in the teaching of ICT.
- Develop and implement training programmes for teachers in the use of ICT as a tool to assist in the delivery of curriculum.
- Develop and conduct seminars and workshops to enhance IT management skills of school leaders.
- Assist in the development of Computer Studies curriculum for Form 1-
- Assess status and effectiveness of ICT integration through evaluative studies.
- Prepare and conduct research on changes in teacher roles accompanied by integration of ICT into teaching.
- Establish and strengthen a centralized Education Management Information system.

The cost implications of the activities set out in this chapter are incorporated within the overall management of education expenditure, addressed below.

17. ASSET MANAGEMENT AND MAINTENANCE

17.1 BACKGROUND

The management of assets and maintenance of school buildings is the responsibility of CECs and BOGs. The commitment made by the school management towards these activities is significant. The donor agencies provided substantial financial assistance and resources ranging from furniture, readers, science equipment, and building materials.

A School Facility Planning Handbook will be produced under the Education Sector Projects. The handbook will provide guidelines for school communities for construction and maintenance of school facilities.

17.2 VISION

An education system where all learners will have equal access to adequate quality facilities, furniture, equipment and related materials to meet their learning needs

17.3 SPECIFIC PROBLEMS

Current difficulties include the following:

- The MOE does not have the personnel to efficiently perform asset management functions

- The Ministry's current asset management system does not have the capacity to capture and report all necessary asset data for procurement and asset replacement purposes.
- The existing storage space is not sufficient to store all MOE assets, hardware, stationery supplies and equipment.
- The National Procurement Procedure is a constraint.
- Insufficient recurrent budget to finance the procurement and maintenance of capital works, furniture and equipment.

17.4 POLICY STATEMENTS

During the 2012-16 ESSP period, the following policies will be applied:

- Establish a MOE Asset Management Policy. To implement an asset management system to accurately record, report and monitor all Ministry assets.
- Ensure all government school facilities and assets are properly utilized and continuously maintained.
- Improve cyclone resistant storage space for all MOE stores, hardware, stationery supplies and equipment.
- Review the MOE procurement procedure to reflect compliance with the National Procurement procedure.

17.5 STRATEGIES

In order to achieve the above objectives, MOE will:

- Establish an Asset Management and Maintenance Division;
- Build cyclone proof storage facilities that meet international standards for loading and unloading of resources and equipment;
- Review the School Facility Planning Handbook regularly and in tandem with emerging issues;
- Ensure communities comply with the building standards and codes specified in the School Facility Planning Handbook;
- Assist School Committees to review and develop their maintenance plan;
- All government school facilities and assets are well managed and frequently maintained.;
- Construct a suitable MOE Headquarters;
- Enhance opportunities for capacity building in asset management and maintenance to provide opportunities for all staff to carry out their duties to meet acceptable standards;
- Establish an Assets Management and Maintenance unit; and
- Review the roles, functions and structure to reflect the crucial role of monitoring and managing all assets of the Ministry.

The cost implications of the activities set out in this chapter are incorporated within the overall management of education expenditure, addressed below. It is anticipated that the limited investment in this area will result in considerable savings: this will be monitored.

18. MANAGEMENT OF EDUCATION

It is appropriate that the final ESSP chapter indicates how the human and material resources will be mobilised efficiently in order to achieve the plan's objectives and priorities.

18.1 BACKGROUND

This Strategic Plan 2011-2016 identifies effective Education Management and recognizes this as one of the key priorities for further development. It identifies weaknesses in the management and administration of education which need to be addressed.

In the light of these, the Integrated Capacity Development for Somalia Education Administration (ICDSEA) was initiated. The programme is essentially to support and build the institutional capacity of the Ministry. Policies and procedures are formulated, assessed and further strengthened to meet current and anticipated needs. Written procedures and processes, manuals and guides will be developed to improve operations and management. These include the MOE Policies and Procedures Manual on financial and administration matters; Human Resource management and development and Annual Management Plan Guides; manuals for School Management, School Improvement, and School Staffing, effective and efficient quality assurance and standards strategies and the Ministry's Performance Management Framework.

A Performance Appraisal system will be developed for senior management position of Ministry personnel in line with the government reforms and structural adjustment to enable the Ministry's overall capability to perform its core functions delivered effectively.

18.2 CENTRAL MANAGEMENT

The Organization Structure is headed by the Director General who is supported by seven Directors: Quality Assurance and Standards; Finance and Administration; Policy, Planning and Research; Basic and Higher Education; Human Resource Management, TVET and Programmes, and Non-Formal Education. There will be a Gender Unit headed by a Gender Specialist at the Ministry. All these officers form the Ministry's Core Executive.

A Service Charter that will provide information on the Ministry's core functions, roles of management and staff, and identifies its clients shall be developed and implemented.

The functions of each of the seven **directorates** in the Ministry will be set down in a Corporate Plan and each directorate is headed by a Director. Annual Management Plan and approved budget for the directorate determines their work programme each year. Every Ministry staff member will have an Annual Performance Plan which contributes to achievement of the Directorate's Annual Management Plan activities, and upon which his/her performance appraisal shall be based.

18.3 REGIONAL AND DISTRICT EDUCATION OFFICERS

A Regional Education Officer (REO) is appointed to each of the seven regions in Puntland. These Officers are the managers at the regional level. They perform a vital role in ensuring that all policies on curriculum, assessment, teaching, student and staff administration, school management, and school improvement are implemented through monitoring, reporting and providing assistance to all schools in the district. They deal with the communities on all issues that may arise regarding the students, teachers or the school. In REOs office shall be other senior officers who will be charged with coordination of

various sub sectors of education. These are Regional Quality Assurance officer, HR officer, Senior Education Officer, Examinations Officer, Office Executive and other support staffs. At the district level shall be a District Education Officer who shall have in his/ her office all officers similar to those at REOs office. A manual outlining duties and how these duties are delegated will be developed.

18.4 SCHOOL MANAGEMENT

School Management Manuals that outline the partnership between the Ministry and communities in the management of government schools shall be developed. It details the roles and responsibilities of the school principals as representatives of the Ministry, the board of governors and the school committees, who represent secondary and primary schools respectively. Extensive training will be conducted for all school committees and BOGs in the areas of school management and school improvement and effectiveness.

18.5 VISION

A Ministry with a management and work culture that will enable the most effective delivery of a quality service in all areas of its mandate.

18.6 SPECIFIC PROBLEMS

Problems have been identified in earlier chapters and, ultimately, overcoming each of these is the responsibility of management. Some particular challenges include:

- Substantial investments in school improvement and strengthening of management capacity, for further development are lacking.
- Personnel retention remains a problem.
- Personnel capability and succession planning need to be developed further.
- The organization structure does not adequately provide for the growing needs of the organization.
- Management needs to be improved at all levels.
- Community awareness programmes need to be more frequent.
- Lack of understanding of roles of school committees hinders sustainability in management.
- Compulsory Education implementation is ineffective.
- Quality Assurance and Standards Officers' (QASO) capabilities need to be upgraded and their status recognized
- Core Directorate of Human Resource Management and Development are lacking.

18.7 POLICY STATEMENTS

In order to address these challenges:

- Areas that were not adequately provided for and thus contributed to low achievement will be identified and addressed.
- The management of schools will be reviewed.
- Personnel capability and succession planning will be addressed.
- The organization structure will be reviewed to meet the expanding needs of the Ministry.
- QAS Officers will be supported and recognized in their roles.

Management at all levels will be strengthened and the partnership with school committees, BOGs and school communities will be further strengthened.

18.8 POLICY, PLANNING AND RESEARCH

Quality research and accurate information analysis provide the basis for informed decision making. The Policy, Planning and Research Directorate (PPR) of the Ministry is responsible for conducting research, coordinating the development of policies and the implementation of plans, the monitoring of projects and the gathering and analysing of information. In recognition of the importance of these functions and to meet the growing needs of the Ministry in this area, needs to urgently fast track the establishment of the Directorate of PPR. The Directorate should further be strengthened through capacity building provided to its personnel.

Specific problems include the following:

- The work of PPR requires producing a substantial amount of documents in any one year. There is no Research and Policy Officer, Planning Officer, Information Analysis Officer and Projects Coordination Officer. For PPR to provide effective and efficient services, it is crucial that it is adequately addressed and resourced; and
- Policy and planning are informed by research that requires collection of relevant and accurate analysis and reporting. Further capacity building is required in these areas.

Capacity in policy development, research, planning, information analysis and project coordination, performance monitoring and evaluation will be strengthened. The production of key educational statistics will be improved through the use of data available at EMIS which albeit at its embryonic stage is fully functional with complete primary school data.

18.9 COST IMPLICATIONS

The costings supplement is annexed and covers all educational management activities including those identified in earlier chapters. Effective education sector management is an undoubted ESSP paramount priority but will very largely be met from the MOE's own budget.

Necessary support, of the kind currently provided through ICDSEA, is also an undoubted ESSP paramount priority, especially over 2012 through 2014: during the final two years of the Strategic Plan period, the necessity for such support should fade. It is projected that this will cost some US\$ 3,882,200 over the 5-year Plan period. Each sub-sector has its separate indicators and each has its indicative costs.

All managers have the responsibility for ensuring that all expenditure – all application of resources of any kind – is carried out transparently and efficiently, and that all costs are geared to reap optimum benefits in terms of the objectives and priorities set out in this Education Sector Strategic Plan for 2012-2016.
