



Education Sector Strategic Plan

2022-2026

Ministry of Education, Culture and Higher Learning
Jubbaland State of Somalia



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Education Sector Strategic Plan (ESSP) 2022 – 2026

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Jubbaland State of Somalia



Forward by HE. Minister of Education

This is the first ever Education Strategic Plan for Jubbaland State of Somalia. The preparation and development of this document was achieved through collective efforts by different individuals and agencies. It is guided by key state-level and national policy documents including the Jubbaland Strategic Plan (2021-2024), The Constitution of Jubbaland, the Draft Jubbaland Education Policy (2018), Somalia Education Act (2021), NDP-9 (2020-2024), The National Education Plan (2011) and SDG's and other documents. It is without doubt that this plan document carries the hopes and aspirations of the people of Jubbaland.

This plan document upholds the right to education of every Somali child in Jubbaland irrespective of his/her gender, region and socio-economic status. This fundamentally sets the plan as all- inclusive document providing equitable quality education for all.

The Ministry of Education, Culture and Higher Learning (MoECHL) is committed to provide equitable quality education to all children. As a result, this ESSP document outlines key priority areas that will help the ministry to overcome the numerous education challenges including insecurity and drought. These policy priorities serve as important tools to support the goals that are required to be achieved within the lifespan of the document to ensure that there is effective strengthening of the State institutions through improved social service delivery.

The full potential and growth of Jubbaland's Social development and economic growth largely depends on the broader base of capable, literate and motivated citizens. Therefore, this EESP document sets out the rationale, goals, objectives, strategies and operational plan for a well- balanced development of the entire education sector.

Despite the limited resources, the MoECHL is committed to manage and implement the planned activities envisioned in this document using proper monitoring and evaluation mechanism that the ministry leadership would put in place once it is approved by all stakeholders and my office. However, this requires the full support of all stakeholders to achieve the common goals through the optimal use of available resources.

Finally, it is my expectation that the implementation of this plan would lead to increased enrollment of learners and enhances quality education to produce human capital that would work towards the enhancement of the social, economic, political and spiritual development of Jubbaland State and the nation at large. Jubbaland's MoECHL would commit itself to supporting the implementation of this plan without any shred of doubt.



Hon. Abdinasir Serar Mah

Minister of Education, Culture and Higher Learning
Jubbaland State of Somalia

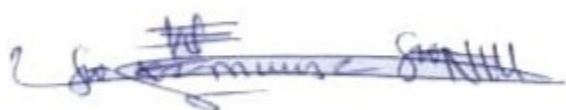
Preface

The provision of quality affordable education is fundamental human right as stipulated in the draft Jubbaland constitution. The development of this ESSP (2022-2026) document was a rigorous process participated by different stakeholders. This document is an embodiment of the aspirations of the people of Jubbaland State. It is an important initiative towards the decentralization of the education services delivery in Jubbaland. Based on the vision enshrined in the national policy document, this ESSP aims to solve the challenges confronting the education sector in the state. It covers six policy priorities ranging from the three main pillars: a) increasing access to affordable quality education, b) improving the quality of education, and c) strengthening the management of education delivery.

The ESSP design in this document has nine programme areas. These include, Early Childhood Education (ECE), Primary Education, Secondary Education, Alternative Basic Education (ABE), Education in Emergency (EiE), Adult Education, TVET, Governance and Management, and Utilization and Integration of ICT in the education system.

Through effective plan implementation, Jubbaland State strive to provide globally competitive quality education and training for development. The purpose is to reduce high level of illiteracy, increase access especially in the hard-to-reach areas, reduce dropout rate at all levels and raise the quality and relevance of education as well as ensuring equity of enrolment opportunities for all children including disadvantaged and vulnerable groups.

Therefore, it is my hope that all stakeholders will work hand-in-hand with the ministry to ensure that strategies stipulated herein, are implemented accordingly.



Mohamed Sheikh Ali Muse.

Director General

Ministry of Education, Culture and Higher Learning

Jubbaland State of Somalia

Acknowledgement

The development of this Education Sector Strategic Plan (2022-2026) was made possible by the collective efforts and collaboration from different stakeholders in the Jubbaland State including partner, organizations, civil society, and parents. This document was guided by the Somali's NDP-9 (2020-2024), Education Act (2021) and other sector policies.

The Ministry of Education, Culture and Higher Learning of Jubbaland State of Somalia (MoECHL), wishes to acknowledge the role played by the Department of Policy and Planning in the coordination of the ESSP activities, conceptualizing and developing this education sector plan.

The Ministry also wishes to express its sincere appreciation to the Heads of Departments and Technical Advisors and all the staff of the ministry for their support and contribution to the development of this plan document. Besides, the ministry appreciates all the stakeholders including Education Partners, Civil Society, Academics and Parent Association for their valuable inputs and ideas during the development stages of this plan document.

More specifically, MoECHL wishes to extend heartfelt gratitude to the consultant, Abdirizak Hassan Ibrahim for his technical support towards the development and preparation of this document. Additionally, this plan document would not have been complete without the technical guidance from ESSP colleagues at MoECHE and IIEP-UNESCO Team.

Finally, to all those who have not been mentioned but contributed in one way or the other, the MoECHL extends its warm gratitude and appreciation.

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Acronyms

ABE	Alternative Basic Education
AE	Adult Education
CSO	Civil Society Organization
CwD	Children with Disability
ECE	Early Childhood Education
EiE	Education in Emergency
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
FCDO	Foreign, Commonwealth and Development Office
FGS	Federal Government of Somalia
GER	Gross Enrolment Ratio
ICT	Information Communication Technologies
EMIS	Education Management Information System
ESC	Education Sector Coordination
EU	European Union
FMS	Federal Member State
GPE	Global Partnership in Education
GPI	Gender Parity Index
IDP	Internally Displace Person
KPI	Key Performance Indicator
NA	Not Available
NER	Net Enrolment Ratio
NORAD	Norwegian Agency for Development Cooperation
NGO	Non-Governmental Organization
MoECHL	Ministry of Education, Culture and Higher Learning
MoECHE	Ministry of Education Culture and Higher Education
REO	Regional Education Officer
SNE	Special Needs Education
SLE	School Life Expectancy
SMC	State Monitoring Committee
STA	Single Treasury Account
STEM	Science Technology Engineering and Mathematics
TBD	to be Determined
TLM	Teaching and Learning Materials
TVET	Technical, Vocational Education and Training
TWG	Technical Working Group

Chapter one: Introduction



The Education Sector Strategic Plan (ESSP) 2022 – 2026 of Jubbaland State of Somalia sets forth the State’s vision for the education sector, along with the goals, objectives, and outcomes and how they will be achieved in the coming five-year period. The Federal Government of Somalia has continuously made progress on the decentralization of basic services including education. The purpose of the decentralization was to improve the delivery of services by the public sector and to enhance the quality of these services. These efforts have been paying off as the State is increasing the accessibility of education services in the Jubbaland State.

The Jubbaland ESSP (2022-2026) plans to improve the provision of accessible, equitable, and affordable quality education for all learners in the State. The ESSP plans that all target groups ranging from children and youths to adults have access to quality education. The provision of education is unsurprisingly related and connected to the environment in which it functions, including the cultural, social, and economic background. Accordingly, elements such as population, economic factors, political context, and social and cultural factors greatly influence the proper provision of education.

1.1 Development Context

1.1.1 Geography and Climate

Geographically, Jubbaland lies 40–60 km east of the Jubba River, stretching from Gedo to the Indian Ocean, while on the western side it shares a border with the North-eastern Province of Kenya. The territory consists of the Gedo, Lower Juba and Middle Juba

regions. Its interim capital city is Kismayo, which is situated on the coast near the mouth of the Jubba River and is the largest city in the State. It has a total area of 110,293 km² (42, 584 sq. mi). Jubbaland is rich in natural resources, with fair seasonal rainfall, and year-round flow of rivers and farmland which provides the potential of irrigated agriculture ranging from cash crops such as bananas, sugar cane, sesame seeds and cotton to highly in demand foodstuffs such as rice, sorghum, millet and other agricultural products. Jubbaland is regarded as one of the agriculturally richest Federal Member States, with its combination of fertile soils, grazing land, marine resources and untapped mineral resources.

1.1.2 Sociocultural Contexts

One of the sociocultural factors that affect the education system is the preference of communities to large family sizes, poverty and other cultural barriers such as boy-child preference. Most individuals in the State and in Somali in general consider large families as ideal. The cultural preference of large families contributes to high birth rates in both urban and rural areas. The high birth rate increases the school-going population, which puts pressure on the existing education provision in the country. On the other hand, some communities have low preference to the formal pre-primary and primary education. Parents, rather prefer to send their children to Quranic schools due to limited integrated schools. In addition, some communities have negative attitudes towards secondary education and TVET. Generally, due to limited access and affordability to

basic education services have led to low enrolment in schools resulting in many of school-age children being out of school.

1.1.3 Economic Context

The city, Kismayo, has one of the most important sea ports of the country and an airfield, which was refurbished and reopened at the beginning of 2014. Trade through the port and airport of Kismayo is a lifeline of the State. The major economic activities in Jubbaland are livestock production, farming and fishery in coastline and riverine areas. Pastoral production is characterized by communal ownership of the grazing land with no input on land improvement. The fishing industry, which has been booming recently, is still yet to be fully exploited because of the poor road infrastructure in the coastal areas and the lack of cold chain storage facilities to preserve fish.

1.1.4 Politico-Institutional Context / Political Context

The state formation process began in 2013 as an interim administration. Jubbaland was formalized as a Federal Member State of Somalia in April 2015 with the inauguration of a new parliament. From there Jubbaland moved towards statehood. Major milestones in this process have included the creation of a state-level parliamentary assembly and a constitution. A new beginning in the governance and the political environment of Somalia started with the establishment of the Federal Government of Somalia. The Provisional Constitution of Somalia did not spell out the mandates and responsibilities of FMSs in clear terms.

As such, the functionalities of FMSs have been dynamic and continue to evolve. The role of FMSs in education remained undefined until 2019 when it was agreed that States have the responsibility of financing and managing the provision education services. The Ministry of Education, Culture and Higher Learning (MoECHL) is headed by a Minister, who is assisted by a Deputy Minister and a State Minister. The Director General is the technical and overall manager supervising the day-to-day activities in the Ministry.

1.1.5 Vulnerability Analysis

Erratic weather conditions and insecurity contributed to the worsening of the humanitarian situation in Jubbaland, especially in the entire Middle Jubba which is not under the control of the government. The presence of al-Shabaab is considered as one of the main obstacles to the progress and success of Jubbaland in provision of accessible, equitable and quality education. Humanitarian access remained challenging, particular in key locations such as all Al-shabab-controlled areas, where the population is hit hardest by natural and man-made disaster. The climatic conditions have on several occasions disrupted both the economy and livelihoods of inhabitants. Jubaland hosts the highest number of returnees in the country as shown in the sector analysis and also a significant population of IDPs who migrated from Al-Shabab-controlled and drought affected areas. The disruptions led to internal displacement and migrations that make it hard for learners to access learning institutions.

1.2 Methodology for the Preparations of the ESSP

The Jubbaland State ESSP draws upon the findings of the Education Sector Analysis (ESA) 2021 inputs from the series of workshops and technical working groups meetings conducted with different partners and validated through consultative processes with education stakeholders at the State level. The methodology of this ESSP is based on a mixed-method data collection involving the collection of primary and secondary data and the gathering of quantitative and qualitative data. The primary data was collected by focal person using the mixed method protocol. Both quantitative and qualitative data were collected and analyzed. There were several consultations that were conducted during the data collection of this ESSP. This included different stakeholders such as donors, civil society, and education partners of the state. The different workshops conducted along with the purpose, dates and number of participants of the workshop are presented below.

Table 1: Consultative Workshops for the Preparation of ESSP

Task/Event	Timeline	Male	Female	Total
First phase: Kick-off workshop to identify key issues and objectives	27 th July 2021 - 28 th July 2021	15	5	20
Second phase: ESSP Consultation Workshop- Developing Strategies	15 th - 17 th August 2021	29	1	30
Third phase: ESSP Consultation Workshop - Designing Programs	3 - 4 th October 2021	36	4	40

The first phase of the consultation involved setting up of the Federal and FMS objectives while the second phase was the ESSP consultation workshops, which involved setting priorities, objectives and strategies. The third phase of the consultation was about designing priority programs. This was followed by Simulation Model Consultation in a small technical team, and concluded by identification of the implementation arrangements and M&E framework for monitoring implementation of the ESSP and assumptions, risk and mitigation strategies.

1.3 Presentation of the ESSP

The ESSP 2022 - 2026 is presented in seven chapters. As discussed above, this chapter provides an overview of the contextual factors that have direct impacts on the delivery of education services within the state. Chapter 2 discusses the context and situation of the education sector while Chapter 3 details the policy priorities and objectives of the education sector for the next five years. Chapter 4 provides detailed priority programs for each sub-sector strategies for the achievement of the programs and key activities to be implemented in pursuance of the strategies, indicators, baselines, and targets. Chapter 5 focuses on the M&E strategies while Chapter 6 looks at the costing and financing of the ESSP. Finally, Chapter Seven identifies assumptions, risks and actions to mitigate the risks for achieving the objectives of this ESSP.

Chapter Two: Context and Situation of the Education Sector



2.1 Education Policy Framework

The Ministry of Education, Culture and Higher Learning (MoECHL) is responsible for implementing all educational activities in the Jubbaland State. The Provisional Constitution of the Federal Government of Somalia (FGS) has clearly outlined the responsibilities of the Federal Government and the FMSs in the area of education. The Ministry of Education, Culture, and Higher Education (MoECHE) has the responsibility for developing and implementing relevant regulatory education policies for the country and the ministries of education in the FMSs have the obligation for implementing those policies and guidelines.

- a) Some of the relevant documents that the FGS has developed include:
- b) **General Education Act (2021):** This is a comprehensive Act that details the different functions responsibilities of the education sector objective
- c) **National Education Plan (2011):** This was one of the first documents MoECHE developed to revive the education sector after 30 years of no system in place.
- d) **Somalia National Development Plan (2020-2024):** This document draws the nation's path towards economic growth and poverty reduction within the next five years.
- e) **National Curriculum Framework (2017):** This framework supported the development of the national curriculum and textbooks.

- f) **Education Sector Strategic Plan (ESSP) (2018-2020):** It entails the education sector priorities that support in the last five years, this was the second education plan for Somalia.
- g) **National Education Policy (2020):** The Policy intends to provide access to free basic education of superior quality to all Somali children. It also envisages the provision of equal opportunity to education, beyond basic education, to all citizens of Somalia.
- h) **Private School Policy (2020):** This policy discusses the regulations of private schools in the country
- i) **National Alternative Basic Education Policy and Curriculum Framework (ABE) (2021):** This policy guides the alternative basic education of the country.
- j) **Policies for Teachers (2021):** This policy document provides guidelines on Teacher Management Systems, registration, licensing, remuneration, recruitment, deployment and other issues related to their work, like the Code of Conduct.

These documents have established an enabling environment for the management and delivery of education services in the Jubbaland State. The development of this ESSP is guided by these policies and regulations and findings of the ESA (2022) and the consultations that were conducted in the process of developing the ESSP as discussed in Chapter 1.

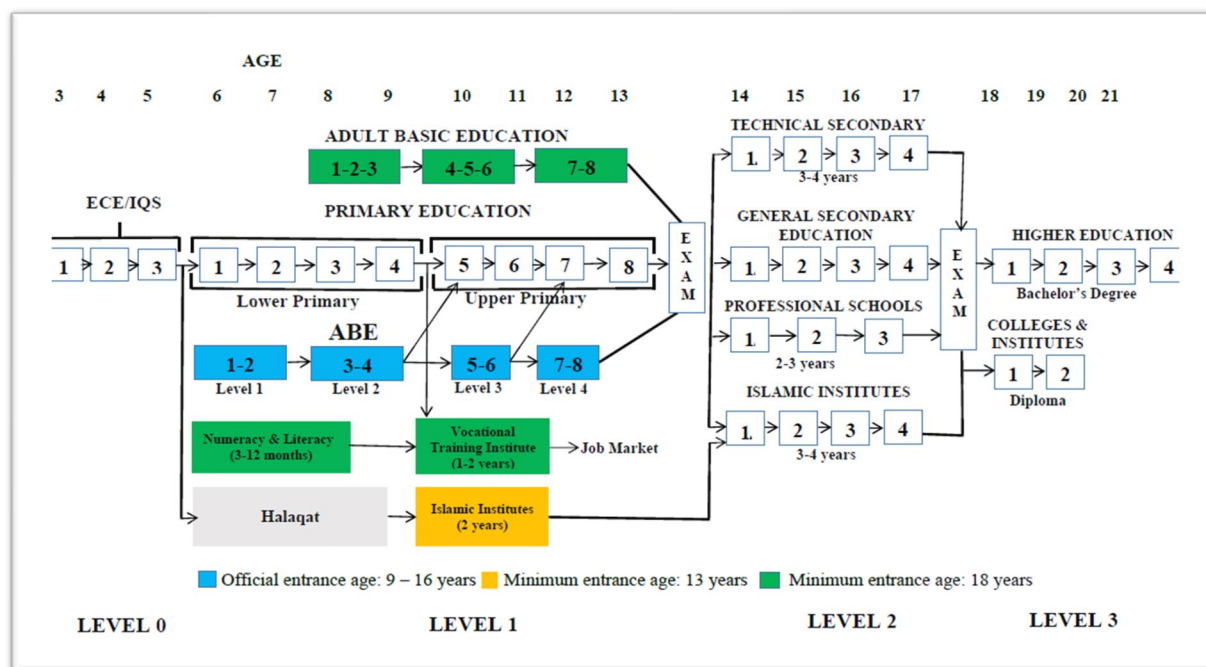
2.2 Structure of the Education System

The structure of the education system in Somalia has recently changed as a result of the new General Education Act (2021) which was passed on 8th February 2021. The Act harmonizes different systems in the country into four years of lower primary education, four years of upper primary, and four years of secondary education (4+4+4). Furthermore, the Education Act of 2021 divides the system under four levels including:

1. **Level 0:** Quranic and Early Childhood Education (ECE);
2. **Level 1:** Primary Education-Lower and Upper Primary (Grades 1 to 8);
3. **Level 2:** Secondary education- General and Technical (Form 1 to form 4 corresponding to Grade 9 to 12); and
4. **Level 3:** Higher Education or Tertiary Education.

The Early Childhood Education (ECE) falls in Level 0 (age 3-5) while alternative primary education (ABE) and adult education are part of Level 1. The ABE which targets for children between the ages of 8 and 14 is compressed into four years for the completion of the eight years of primary education curriculum. The adult education, which targets youth and adults aged 14 and above, divides the eight years primary education into three levels and takes three years to complete primary education. The National Education Policy (2020) stipulates that every Somali citizen has the right to appropriate education, relevant to his/her age and necessities, and that primary education (lower and upper) is compulsory as a part of the free basic education provision in public schools. Below is the depiction of the new countrywide structure of the education system that was adopted in 2020.

Figure 1: Educational Structure of Somalia



Source: Education Sector Analysis 2021 Report

2.2.1 Key achievements and challenges

The discussion on key educational achievements and challenges in Jubbaland focuses on three broad issues: access and equity, educational quality, and educational system management and finance. The Jubbaland State has made some achievements both in terms of access and quality compared to other FMSs. However, there are still too many challenges facing the Jubbaland State Education system. The challenges are more than the achievements made.

2.2.1.1 Achievements

The MoEHL is very young since Jubbaland became a Federal Member State in April 2015. As a result, achievements in the education sector are few though there are good beginnings. Some of the achievements of the education sector are discussed below.

Access and Equity

The Gross Enrolment Rates (GER) at lower primary schools are significantly higher than the national average (Table 1). In 2019, the GER for lower primary in the Jubbaland State was 26.6%, compared to the national average of 13.5%. The Jubbaland State has succeeded in enrolling more children in lower primary schools compared to other FMSs although the enrolment is still very low. Table 2 compares the lower primary GERs of Jubbaland and the average of the 5 FMS. The grade specific GERs for Jubbaland are clearly much higher than the national average at lower primary level.

Table 2: Gross enrolment ratio (GER) by education level in Jubbaland

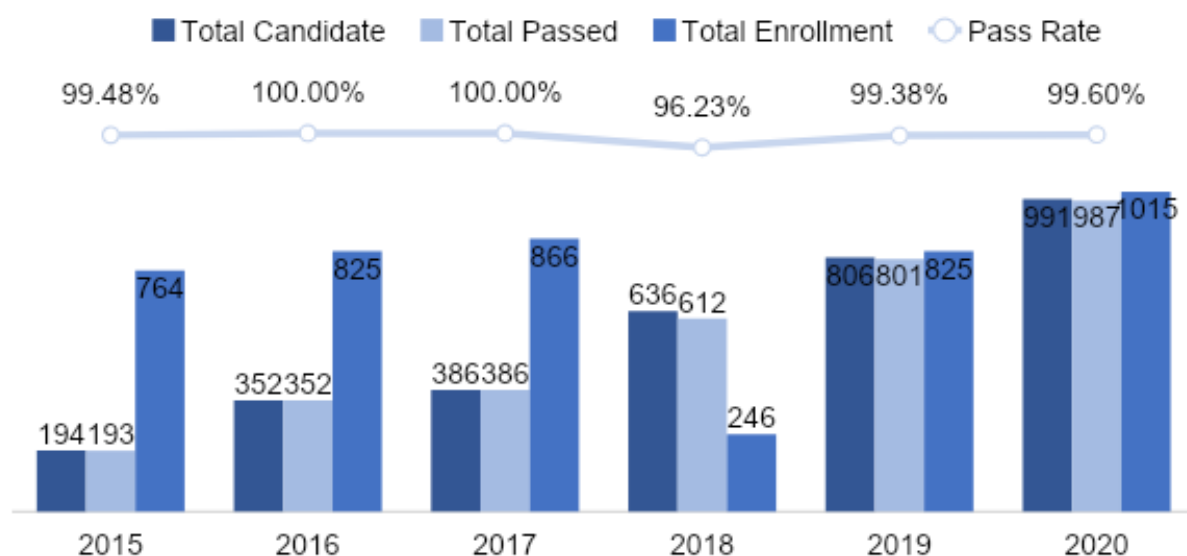
Level	2016	2017	2019	2020
Lower primary Students	47,285	53,603	44,495	45,491
School-age population	154,436	158,863	167,062	171,112
GER	30.6%	33.7%	26.6%	26.6%
5 FMS GER	18.0%	18.3%	13.5%	14.3%

Source: Education Sector Analysis 2021 Report

Quality of Education

According to the ESA 2021 Report, the performance of students in the Grade 8 national examination in 2020 was above the national average with an average score of 64%. The ESA 2021 Report also shows two significant achievements related to the Grade 12 national examination with almost 100% of enrolled students sitting the Grade 12 examinations for two consecutive years, 2019 and 2020. In addition, in 2019 and 2020, the pass rate for the Grade 12 examinations in Jubbaland were more than 99%. According to the ESA 2021 Report Jubbaland's pass rate at this level was the highest in the country in 2020.

Figure 2: Grade 12 Examination Pass Rates in Jubbaland, 2015-2020



Source: Education Sector Analysis 2021 Report

Education Management and Finance

The public expenditure on education increased by more than 30% between 2018 and 2020 (Table 1). In contrast, the budget support by development partners in Jubbaland has dropped by more than 80% in the same period. The decline in the development partners' support was matched by a substantial increase in government's allocation and this resulted in a significant increase in education expenditure. This shows the Jubbaland State's commitment to education though the share of education out of total public expenditure is very low.

Table 3: Public expenditure on education in Jubbaland

Source of Funding	2018	2019	2020
Government	70,795	84,638	734,041
Development partners	566,970	598,006	98,663
Sub total	637,766	682,644	832,704
Total public expenditure	8,641,213	14,702,981	17,399,737
% of DPs budget support	88.90%	87.60%	11.80%
Jubbaland as % of total public	7.40%	4.60%	4.80%

Source: Education Sector Analysis 2021 Report

2.2.2 Challenges

Despite the few achievements discussed above, there remain many challenges, which are discussed in the following sections.

Access, Equity, and Efficiency

Access to education remains a significant challenge in Jubbaland State. Despite efforts by the regional and central governments and the local community to increase enrolment rates, the overwhelming majority of school-aged children in Jubbaland do not attend schools. The figure for out of school children in the State stands at 85.4%. Children from poor families, those in rural areas, girls, and CWD are likely to be out of schools. The percentage of out of school children in the State is likely even higher than this, given that there is no data from the entire Middle Juba region as it is not under the control of the government. Furthermore, key education data such as that for ECE is not available.

Despite the higher number of out of school children, the available facilities can accommodate only about 4% of the eligible children. Moreover, the enrolment data provided for 2016, 2017, 2019 and 2020 offers a mixed picture. Table 3 shows a drop in the gross enrolment rate (GER) at all levels in 2019, with the lower primary GER remaining relatively stagnant in 2020. In 2020, enrolments and GERs at upper primary and secondary levels declined slightly from the previous year, 2019. However, in 2020, the lower primary enrolment shows a slight increase from the previous year. Importantly, while grade-specific GERs for Jubbaland are higher than the national average in lower primary, they drop below the national average at class five and remain low thereafter. This exhibits an issue related to retention, especially within the lower primary cycle where GER in Cass 1 is high at 42%.

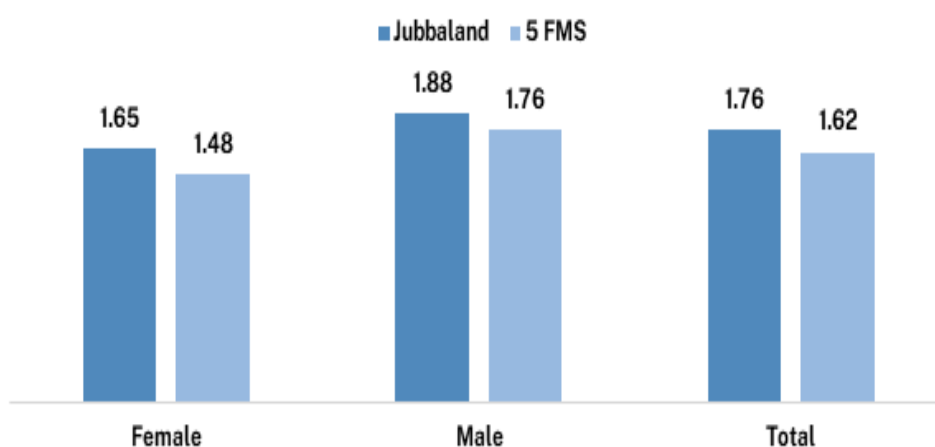
Table 4. Gross enrolment ratio (GER) by education level in Jubbaland

Level	2016	2017	2019	2020
Lower primary Students	47,285	53,603	44,495	45,491
School-age population	154,436	158,863	167,062	171,112
GER	30.6%	33.7%	26.6%	26.6%
5 FMS GER	18.0%	18.3%	13.5%	14.3%
Upper primary				
Students	14,062	16,898	14,330	14,173
School-age population	130,001	133,564	141,738	146,189
GER	10.8%	12.7%	10.1%	9.7%
5 FMS GER	11.3%	12.1%	10.4%	14.4%
Secondary (General)				
Students	6,800	8,066	5,378	5,058
School-age population	115,513	118,634	124,300	127,475
GER	5.9%	6.8%	4.3%	4.0%
5 FMS GER	12.8%	12.6%	9.9%	14.3%

Source: Education Sector Analysis 2021

The Jubbaland State is prone to calamities and other emergencies, including drought, conflict and insecurity resulting in it hosting most of the IDPs in the country. In 2020, an estimated 1.3 million people were displaced and 40% of them were school-aged children. Ultimately, these emergencies will negatively impact children's access to education and other basic facilities. In general, School Life Expectancy (SLE) is low in Jubbaland. However, Jubbaland appears to have had a relatively higher SLE than other FMS in 2020 as shown in Figure 3. Similar to other FMS, girls seem to have less SLE than boys in Jubbaland. This may be attributed to the bias against females, which supports education for male students more than that for female students.

Figure 3: School life expectancy by sex in Jubbaland, 2020



Source: Education Sector Analysis 2021 Report

According to the ESA 2021 Report, Jubaland has the most share of repeaters in lower primary than other FMSs, with 1.5% and 1.6% of repeaters in grades 1 and 2 respectively. Fluctuations are seen in upper primary and share of repeaters in secondary schools appears to be highest in Form 2 with 1.3 %.

Quality of Education

The quality of education in Jubbaland State is very low ECE, primary, secondary, ABE and adult education. A significant number of teachers in the system are not qualified. According to the ESA 2021 Report, in 2019, Jubbaland stands out as having particularly low levels of qualified teachers in government-supported schools, at 19 per cent, and private schools, at 5 per cent. The proportion of qualified teachers in primary schools ranges from 4% in Baladhawo to 58% in Bardhere (Table 4). Data on qualification of secondary school teachers are not available. In regions for which data are available, the percentage of qualified teachers in secondary schools range from 0% in Afmadow to 27% in Bardhere. Another critical indicator to look into about teachers is pupil-teacher ratios. In primary schools, the pupil teacher ratio ranges from 26.2 in Baladhawo to 55.8 in Elwak. But the pupil/qualified-teachers ratio in primary schools ranges from 67.4 in Bardhere to 635.3 in Baladhawo. In Baladhawo,

there is no shortage of teachers as indicated in the pupil/teacher ratio (26.2). However, the proportion of qualified teachers is very low (4%) and hence the pupil/qualified-teacher ratio is very high (635.3).

Table 5: Pupil Teacher Ratios and Pupil qualified Teacher Ratio by Region, 2019

Region	Primary				Secondary		
	% Qualified teachers	PTR	PqTR		% Qualified teachers	PTR	PqTR
Afmadow	14%	32.4	233.1		0%	5.5	N/A
Badhaadhe	11%	31.5	289.8		N/A	N/A	N/A
Baladhawo	4%	26.2	635.3		N/A	N/A	N/A
Bardhere	58%	38.8	67.4		27%	25.1	94.0
Dolow	N/A	35.4	N/A		N/A	N/A	N/A
Elwak	N/A	55.8	N/A		N/A	N/A	N/A
Garbaharey	34%	41.4	120.6		12%	16.4	136.7
Kismayo	19%	38.8	206.4		10%	17.9	177.9
Iuuq	9%	30.6	332.6		N/A	N/A	N/A

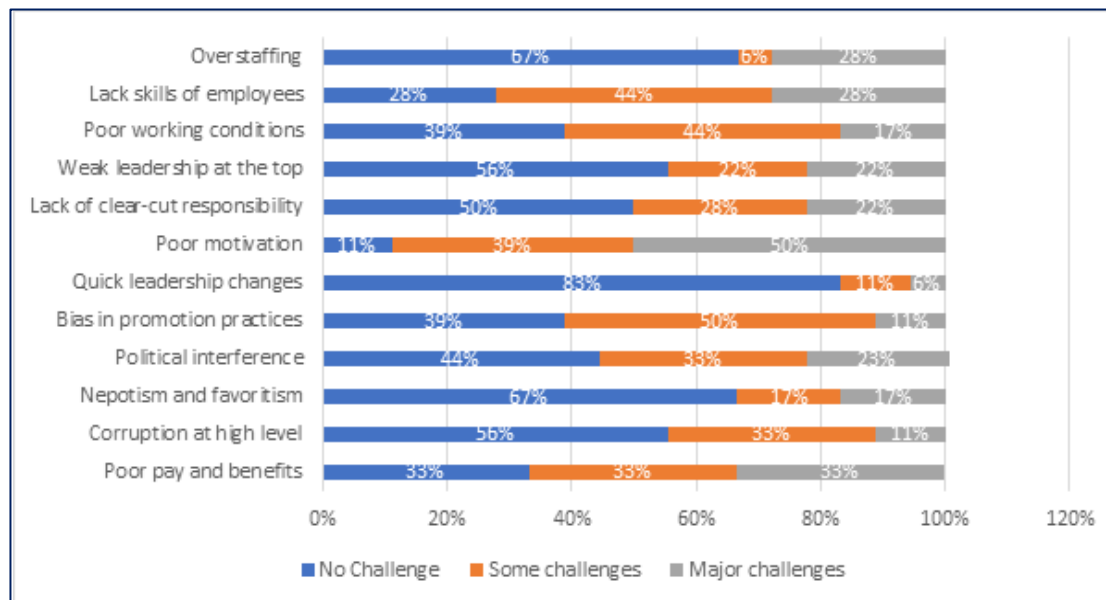
Source: Education Sector Analysis 2021 Report

Textbooks are in short supply both in primary and secondary schools. According to the ESA 2021 Report, 40% of primary schools and 80% of Secondary schools in Jubbaland have no textbooks. In primary schools where textbooks do exist, in more than 25% of the school, more than 100 students share one Mathematics textbook. In general, shortage of qualified teachers and textbooks are major challenges in the education system of Jubbaland that are negatively impacting the quality of education. The ESSP will therefore aim at improving the quality of education in Jubbaland through focusing on addressing these challenges.

Educational system management and Finance

The primary data collected during the ESA revealed the challenges that the Ministry of Education is facing in managing the education system in Jubbaland. As shown in Figure 4 below shows responses by staff to selected questions on the challenges facing the education sector. According to the staff responses, the challenges include lack of motivation, lack of employees' skills, poor working conditions, and poor pay and benefits, political interference, lack of clear-cut responsibility, and weak leadership at the top.

Figure 4: Challenges facing the Ministry of education as perceived by the staff



Source: Education Sector Analysis 2021 Report

The ESA 2021 Report shows that the public expenditure witnessed a 30% increase between 2018 and 2020, but the budget support by the development partners dropped by more than 80% in the same period. The overall 30% increase was made possible as result of a significant increase in the government budget. With all this significant increase in the education expenditure, however, the share of education expenditure out of total public expenditure in 2020 was only 4.8%. In addition, more than 75% of the education expenditure went to salary leaving less than 25% for non-salary expenditure. The education sector in Jubbaland is facing shortage of funds in general and for non-salary recurrent and capital expenditures in particular.

Chapter Three:

Guiding Principles, Policy Priorities, Objectives, and Strategies



3.1 Vision of the Education Sector

An education system that ensures the provision of quality education, which guarantees and fosters success for all learners.

3.2 Guiding principles for the development of Jubbaland ESSP

The ESSP reflects the following guiding principles:

1. **Equity:** An environment that treats all individuals and institutions fairly and justly in the provision of services and opportunities.
2. **Quality:** Acquisition of competencies and achievement of high-level standards in education at all levels.
3. **Decentralized management:** Empowering the schools, district education offices and regional education offices to make evidence-based decisions and efficient use of resources
4. **Accountability and transparency:** Making available information at the different echelons of the education system and holding accountable the responsible bodies for their actions

3.3 Goal

The overall goal of the education system in Jubbaland State is to give free or affordable quality education services to all eligible children, youth and adults at different levels with the aim of producing productive citizens for the State and across the country.

3.4 Policy Priorities, Objectives, and Strategies

The Jubbaland ESSP (2022-2026) is an education sector plan developed at the state level for the first time. It is an important initiative towards the decentralization of the education services delivery. The State is struggling with a mass of issues related to insecurity, and weak administrative systems. The Ministry of Education, Culture and Higher Learning (MoECHL) faces numerous challenges with strengthening the capacities of education institutions, and systems to support continued progress to achieving those related to improving access to education and learning outcomes.

The MoECHL developed this Education Sector Strategic Plan (ESSP 2022-2026) through a consultative and participatory process. As elaborated in Chapter One. The ESSP is guided by the National Development Plan, the Education Act, and other key national and international policies. These policy priorities serve as important tools to support the goals that capitalize upon the potential of education as a peace dividend that will increase the legitimacy of nascent state institutions through improved social service delivery.

3.4.1 Policy Priority 1: Access, Equity and Completion in ECE, Primary, Secondary and ABE

Despite the efforts made by the government to increase the enrolment rates for levels one and two of the education system, almost 85.4% of school- aged children in Jubbaland state are still out of school. a high

proportion of these children are mainly found in the rural areas. Besides, there is no data from the entire region of middle Juba. The state government is committed to ensuring equitable access to all children irrespective of their gender, socio-economic status and regional locality. This policy priority will strive to ensure that schools are brought near to the community for ease of access so that children will enrol and complete their education up to secondary level.

3.4.1.1 Objective 1.1: Increasing access to and completion of ECE

There is no data regarding the existence of ECE in Jubbaland, whether public or private. Nevertheless, children are enrolled in Quranic centres to learn the Quran and basic Islamic teachings. It is believed that there is no or low enrolment in ECE. The consultation during the development of this ESSP identified various factors that contributed to no or low enrolments in ECE centres in Jubbaland State, which include lack of ECE centres and communities' low demand for ECE. Therefore, this priority objective will increase access to and completion of ECE using the following strategies.

Strategy 1.1.1: Expand and Increase ECE centres

Strategy 1.1.2: Mobilize stakeholders and communities to promote ECE

3.4.1.2 Objective 1.2 Increase access to equitable primary education

Although a considerable number of primary school-aged children are out of school in Jubbaland, the facilities available can accommodate only a small percentage of the eligible

children. According to the ESA 2021 Report, in 2020 the GER in lower primary schools was 26.6%, which is higher than the national average of 14.3%. Similarly, in 2020 the GER in upper primary schools was 9.7%, which is lower than the national average of 14.4%. Sadly, the entire region of Middle Juba is unreachable due to insecurity and the data doesn't include this area. The consultation during the development of this ESSP has identified various factors that contributed to low enrolment in primary schools in Jubbaland, which include limited public schools' infrastructure, parents' low demand for education and food insecurity. There were only 8 public schools in Jubbaland in 2020. The Ministry of Education, Culture and Higher Learning (MoECHL) will provide school-aged children with equitable access to primary schools, especially to those from marginalized and insecure areas and girls. At the same time, it will reduce the dropout rate at this level. This objective will be achieved through the implementation of the following strategies.

Strategy 1.2.1: Expand the capacity of public primary schools

Strategy 1.2.2: Promote school attendance through community participation

3.4.1.3 Objective 1.3: Increase equitable access to secondary education

Access to secondary education in Jubbaland is still very low despite efforts from the government to increase access. Many school-going children who have completed primary have never got the opportunity to attend secondary school or have dropped out due to several reasons

including poverty and lack of fees, discrimination, limited number of schools in remote and far-flung areas among others. According to the ESA 2021 Report, in 2020, the GER for secondary schools in Jubbaland stood as low as 3.97%, which is much lower than the national average, 14.27%. There are only 22 secondary schools in Jubbaland. This is very worrying given the huge number of the school-aged population who are outside the mainstream. The consultation during the development of this ESSP has identified two major factors that contributed to low enrolment in secondary schools in Jubbaland, which are limited public school infrastructure, and parents' low demand for education. The MoECHL will therefore increase equitable access to secondary education through the implementation of the following strategies.

Strategy 1.3.1: Expand secondary schools and advocated for enrolment

3.4.1.4 Objective 1.4: Enhance access to ABE centres

Despite attempts by the government to increase access to primary education, a considerable number of children are still out of school. Many children in Jubbaland did not get opportunities to attend schools for different reasons. The ABE offers a second chance for children and youth between the age of 8-15 years to education. The program is flexible and allows over-age children to complete primary level, through an accelerated primary curriculum program and easily transition to secondary education. However, out- of- school children in Jubbaland have limited access to ABE and hence enrolment in ABE centres is

low. enrolment in Jubbaland in 2020 was (). The consultative workshops conducted during the development of the ESSP have identified two major reasons for the limited access to ABE. These are: the shortage of ABE centres, and lack of community awareness of the importance of education and of the ABE program. The MoECHL will focus on increasing equitable access to and completion of ABE education by implementing the following strategies.

Strategy 1.4.1: Expand platforms for delivery of ABE and raise community participation

3.4.1.5 Objective 1.5 Promoting Inclusive education

The Somali Constitution explicitly states that every Somali child has the right to equitable quality education irrespective of gender, disability as well as socio-economic status. The National Education Policy also provides for provision of an inclusive education system, especially for gender, children from destitute families, vulnerable and special needs students. There is a varying proportion of children with disabilities (CWD) with a recent report indicating 20% of children in Jubbaland are living with disabilities. Although the proportion of CWDs in schools is not known, many CWDs are not able to access schools in Jubbaland. Children with disabilities are often denied the chance to study and learn in schools. They face persistent barriers to education stemming from discrimination and stigma in and outside of schools. Moreover, schools' infrastructure and compounds are not convenient to CWDs. There is also a shortage of teachers who are able to handle CWDs.

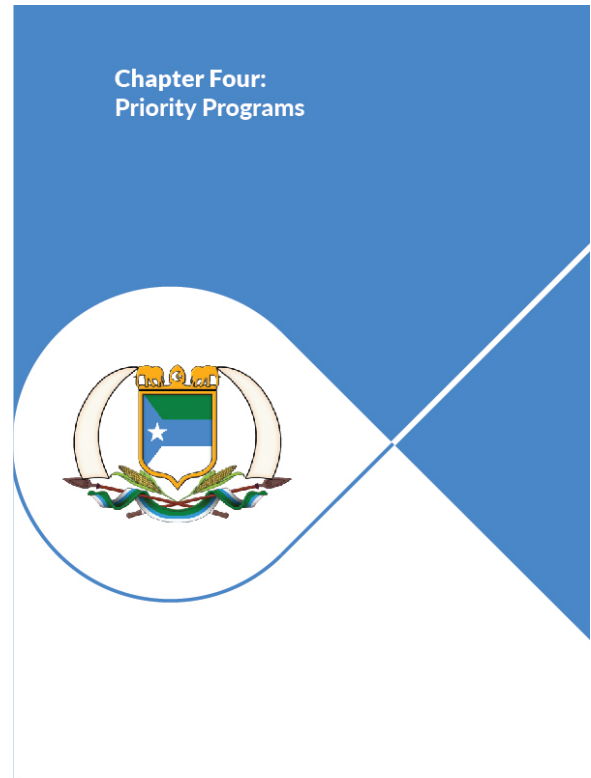
Girls and other marginalized group may also be excluded from the mainstream education due to several reasons, which include prejudice, discrimination and negative cultural norms and poverty. The state government will focus on removing barriers to education to disadvantaged groups including girls, CWDs and other marginalized children especially in Middle Jubba. This objective will be achieved through the implementation of the following strategies.

Strategy 1.5.1: Implement equity-based schemes targeting children from disadvantaged groups

Strategy 1.5.2: Promote community participation and need-based development in schools

3.4.1.6 Objective 1.6: Sustain educational services during emergencies

Jubbaland State is prone to natural calamities as well as other emergencies including drought, conflict and insecurity. Currently, the state is hosting the majority of the IDPs in the country. In 2020 alone, an estimated 1.3 million people were displaced of whom 40% were school-aged children. However, there are no sustained education services in an emergency. The consultative workshops conducted during the development of the ESSP identified several reasons for the absence of sustained education services in an



lack of learning centres and absence of community participation. The MoEHL will provide emergency education services to school-aged children to ensure no child is left out during emergencies. All efforts will be exerted to provide accommodation services (boarding) for affected learners in collaboration with stakeholders. School feeding programs, dignity kits and WASH facilities will be made available to significantly reduce the number of dropouts resulting from emergencies. Therefore, to achieve the delivery of sustained educational services, the following strategies will be implemented.

Strategy 1.6.1: Early warning and community response to emergencies

Strategy 1.6.2: Provide materials support to affected learners to avert emergency-caused dropout

3.4.1.7 Objective 1.7: Increase access to adult education program

Adult Education is a modified program of formal primary education, grades 1-8. It offers a flexible learning opportunity in only three years instead of the stipulated eight years of formal primary education with the minimum starting age for the first level being 18 years of age. Adult education is not operational in Jubbaland. This level was not also captured in the ESA. In general, there is no enrolment of adults in the adult education program due to the absence of adult education centres and lack of community awareness of the existence and importance of the program. As a result, there is a high adult illiteracy rate in Jubbaland. The Jubbaland State is committed to create and increase access to adult education programs and through this to reduce the high illiteracy rate. This priority objective will be achieved through the following strategy.

Strategy 1.7.1: Increase community awareness and participation in adult education

3.4.2 Policy Priority 2: Quality and Relevance of Education (ECE, Primary, Secondary, ABE)

The Jubbaland State has made a considerable achievement in providing the best quality education for its children. The Jubbaland State Development Plan had prioritized the importance of the education sector by outlining strategies to improve access and quality of education in Jubbaland. This was geared towards re-imagining the provision of quality education focusing on strengthening the capacity of the current teachers; providing pre-service training for the new ones; and reviewing the

curriculum and strengthening state-led holistic assessment. The Jubbaland Teachers Training College is the pinnacle of hope for producing the teaching workforce in Jubbaland. This policy priority will ensure that the quality of education is improved in ECE, primary, secondary as well as ABE.

3.4.2.1 Objective 2.1: Improving the quality and relevance of ECE

Since parents usually send their children to Quranic centres, secular ECE is not very popular in Jubbaland state. Few private Islamic centres are coming up where children are taught both the Quran and basic Islamic teachings. However, there is no available data regarding ECE. According to the results of the consultative workshops during the preparation of the ESSP, the quality of education in the ECE centres is compromised due to lack of a common curriculum, teaching and learning materials, and trained teachers. The MoEHL is, therefore, planning to improve the quality of ECE in Jubbaland through the implementation of the following strategies.

Strategy 2.1.1: Review ECE curriculum and build capacity of teachers

Strategy 2.1.2: Provide appropriate teaching and learning resources for ECE

3.4.2.2 Objective 2.2: Improving the quality and relevance of primary education

Improving the quality of primary education is paramount for Jubbaland state and is aligned to the Jubbaland strategic plans. Since there was no learning assessment in primary

schools, it is not known how students are performing. The Grade 8 examination was started a few years ago and in 2020 the average score of students in grade 8 was 64%, which is fair. But from the inputs side, the quality of education in primary schools is low and this score may not show the real picture. The primary education sub-sector is faced with myriad problems including limited capacity to fully implement the new primary education curriculum, insufficient number of qualified teachers, limited teaching and learning materials, and weak assessment system. This was confirmed during the consultations of the development of the ESSP. The proportion of qualified teachers for primary schools currently stands at 21%. According to the ESA 2021 Report, the proportion of qualified teachers varies across regions ranging from a low of 4% in Baladhawo to a high of 58% in Bardhere. The MoECHL is committed to enhancing the quality of primary education and thereby to improve the primary school students' learning outcome. This objective will be achieved through the implementation of the following strategies.

Strategy 2.2.1: Develop quality teacher education and training programs

Strategy 2.2.2: Improve the capacity of primary school teachers

Strategy 2.2.3: Provide quality teaching and learning resources

Strategy 2.2.4: Strengthen primary school examination and assessment

3.4.2.3 Objective 2.3: Improving the quality and relevance of secondary education

The quality of secondary education in Jubbaland state is low. Low quality of

education in secondary schools due to low qualification of teachers and shortage of textbooks have been mentioned severally in the ESA 2021 Report. The proportion of qualified teachers in 2019 is 11% (ESA, 2021). This figure varies when one looks at regional level. Although data is available for four regions only, the proportion of qualified secondary school teachers ranges from 0% in Afmadow to 27% in Bardhere. The ESA 2021 Report also indicates that 80% of the secondary schools don't have a single book. In order to improve the quality of secondary education, it is important to build the capacity of teachers and increase the provision of textbooks. Therefore, the MoECHL will achieve this objective through implementation of the following strategies.

Strategy 2.3.1: Review the secondary education curriculum and provide resources for its implementation

Strategy 2.3.2: Strengthen the capacity of teacher development and teaching force

3.4.2.4 Objective 2.4: Strengthening the quality of ABE teaching and learning

The ABE program greatly improved access to schooling for these marginalized children. However, attending school does not necessarily mean learning is going on. The program is project-based and is normally run by development partner organizations. It is parallel to formal schooling. The quality of the ABE program is therefore not standardized. Lack of a common curriculum, inadequate teachers specifically trained to teach learners a condensed form of the primary syllabus and

inadequate teaching and learning materials are the main problems facing this program. Therefore, building the capacity of ABE teachers, increasing the provision of teaching and learning materials, and strengthening the learning assessment system for ABE are critical for improving the quality of education in the ABE program. The MoEHL will achieve this objective through the implementation of the following strategies.

Strategy 2.4.1: Build the capacity of ABE teachers

Strategy 2.4.2: Provide appropriate teaching and learning resources for ABE

3.4.2.5 Objective 2.5: Improve the quality of adult education

The Jubbaland State is planning to provide quality adult education. The consultative workshops conducted during the development of the ESSP identified three major factors that contribute to quality adult education. These are quality and relevant curriculum, trained teachers, and provision of teaching and learning materials. Low quality of adult education will lead to low adult literacy, which will contribute to low economic development and an increase in poverty. Therefore, the MoEHL is committed to provide quality adult education through the implementation of the following strategies.

Strategy 2.5.1: Provide teaching and learning materials to Adult Education centres

Strategy 2.5.2: Build the capacity of Adult Education teachers

3.4.3 Policy Priority 3: Access to affordable, quality and relevant Technical and Vocational Education (TVET)

The development of the TVET sub-sector is essential for the development of the future workforce. The Jubbaland State government understands the underpinning elements and strategic priorities highlighted in the Jubbaland Strategic Plan. The MoEHL envisions a TVET sub-sector that is designed to contribute to occupational proficiency through gaining appropriate and modern technological skills, and training in the development of and application of indigenous technology. Therefore, this policy priority will focus on increasing access to and quality of TVET in Jubbaland and thereby to produce graduates who will be gainfully employed. Under this policy priority, the following objectives are formulated.

3.4.3.1 Objective 3.1: Increasing access to equitable TVET

The ESA (2021) Report revealed that 60% of the total trainees (8700 trainees in 58 centres) in the country are enrolled in centres located in Banadir and Jubbaland alone. Progress was made in establishing TVET centres in Jubbaland. The 21 centres only 5 are public (3 in Gedo and 2 in Lower Juba), enrolling 1789 trainees. However the rest located in Lower Juba were privately owned and supported with short-term projects resulting the closure of the most the centres due to lack of sustainability while the entire Middle Jubba has no TVET centres at all due to insecurity.

With regards to the gender equity in TVET at national level, ESA (2021)

underlined that more than half of the trainees are female, with the participation in some clusters showing gender dominance. Males have high participation in traditionally male-dominated trades (males account for 91% of the enrolment in carpentry and construction, 89% in disaster management, and 88% electricity and mechanical trades). In some areas, enrolments are nearly filled by female trainees (art and design, hair and beauty, home management). These occurrences hold true for Jubbaland. In general, the gender equity in terms of enrolment is fair; but placement of female trainees in the male-dominated fields needs to be improved to enhance their economic empowerment in the future. Additionally, most of the centres are project-based and supported by development partners. The limited number of TVET centres in Jubbaland along with the inadequate training materials and facilities have resulted in low enrolment of students in TVET programs. In addition, the consultative workshops conducted during the development of the ESSP identified negative public attitudes and perceptions regarding TVET is one major cause for the low demand for TVET programs. Addressing these challenges and increasing access to TVET programs are high priorities. The MoECHL will address these challenges and increase affordable access to TVET centres in Jubbaland by implementing the following strategies.

Strategy 3.1.1: Promote TVET programs through social mobilization

Strategy 3.1.2: Expand the capacity of TVET centers

3.4.3.2 Objective 3.2: Enhancing relevance and quality of TVET

Recent reports on TVET indicated that its quality and relevance is much compromised. This is partly due to the fact that TVET programs are supported by NGOs and are usually project-based with no uniform curriculum. The quality of the TVET sub-sector can be measured indirectly by the quality of the instructors, and availability and quality of teaching and learning materials and equipment and ability of its graduates to join the labour market. The ESA report indicated that over 113 instructors are currently teaching in the TVET centres. However, there are no standards in the level of instructors who can teach in TVET centres and there is no reliable data on their qualifications. In addition, teaching and learning materials are in short supply. Therefore, the MoECHL will enhance the relevance and quality of TVET programs through the implementation of the following strategies.

Strategy 3.2.1: Review TVET curricula and enhance the capacity of TVET instructors

Strategy 3.2.3: Equip TVET centres with appropriate training materials and resources

3.4.3.3 Objective 3.3: Improving governance and management of TVET

Part of the problems facing the TVET sector in Jubbaland State is lack of accountability and uncoordinated relationships in governing the sub-sector. This objective will focus more on implementing policies and regulatory frameworks that will transform the governance and

management of TVET. Public private partnership is also another focus area. This objective, once implemented effectively, will improve the smooth running of the sub-sector and produce the future workforce that will transform the socio-economic development of the State and the nation at large. Moreover, MoEHL of Jubaland state is solely responsible for provision and management of TVET services as signed and agreed through ministerial accord. Therefore, MoEHL will achieve this objective by implementing the following strategies.

Strategy 3.3.1: Review and disseminate TVET policy and strategy

Strategy 3.3.2: Strengthen partnerships, governance and accountability in TVET

Strategy 3.3.3: Develop and implement qualification and quality assurance framework

3.4.4 Policy Priority 4: Governance and System Management

The MoEHL in Jubbaland made efforts in terms of establishing strong systems and structures that govern the day-to-day management of the education service delivery system. The Ministry, in collaboration with other state ministries, developed the Jubbaland State Strategic Plan (2022-2026). Despite making a considerable achievement in system strengthening, effective policy implementation, and limited capacity of education staff and school administrators are still challenging that face the Ministry. Besides, under-coverage of the EMIS data gathering has weakened the ability to use data in decision making. Therefore, this policy priority is aiming at strengthening the governance and management of ECE, primary,

secondary, ABE and adult education sub-sectors as well as developing the capacity of the staff to effectively deliver education services to all children in Jubbaland.

3.4.4.1 Objective 4.1: Enhance capacity for management of education

The mandate of the MoEHL in Jubbaland is to coordinate partnership and system strengthening between the MoEHL and FGS as well as implementing sector policies, strategies and enhancing governance. However, poor working conditions and limited skills by the staff and unclear job descriptions were their major challenges observed. Therefore, the MoEHL will improve the governance and management capacity of staff within the Ministry by employing the following strategies.

Strategy 4.1.1: Build the management capacity of staff in all sub-sectors

Strategy 4.1.2: Strengthen the Education Management Information System

3.4.4.2 Objective 4.2: Strengthen decentralization and enhance service delivery

Strategy 4.1.2: Strengthen the decentralization of education functions

3.4.5 Policy Priority 5: Utilization and Integration of ICT in the education system

ICT has become a universal tool not only in education and training but also in other government services. In line with vision 2030, education ministers around the world affirmed the use of ICT in education during the Qingdao Declaration of 2015. Despite the

limited ICT-enabled infrastructure in Jubbaland, the MoECHL is committed to introducing ICT integration as well as its utilization at different levels of the education sector. Therefore, this policy priority will focus on ICT integration in teaching, learning, and assessment.

3.4.5.1 Objective 5.1: Strengthening policy for ICT integration in education

Except for EMIS database management, the use of ICT in the education system in Jubbaland is minimal. The MoECHL will introduce ICT in all aspects of the day-to-day activities in education. ICT integration in education is slowly taking shape in

the education sector and its usage means that the Ministry had to start everything from scratch.

The strategies below will be employed to achieve the policy priority objective envisioned by the Ministry.

Strategy 5.1.1: Strengthen the policy environment for ICT integration

3.4.5.2 Program

5.2: Integrate ICT in teaching, learning, and assessment

Strategy 5.2.1: Provide ICT infrastructure in public primary, secondary, TVET centres and TTC

Strategy 5.2.2: Enhance digital literacy among staff at the ministry and schools

Chapter Four: Priority Programs



The ESSP design for Jubbaland has nine programs . These include, Early Childhood Education (ECE), Primary Education, Secondary Education, Alternative Basic Education (ABE), Education in Emergency (EiE), Adult Education, TVET, Governance and Management, and Utilization and Integration of ICT in the education system.

This chapter highlights the programs, the strategies, and the key activities for achieving the goals of the ESSP 2022-2026. Each program indicates measurable indicators that are identified to determine progress of program outcomes. The program activities specifically describe how the selected strategies will be implemented during the ESSP implementation plan with clear and appropriate indicators, baseline, and targets.

4.1 Early Childhood Education

The importance of Early Childhood Education cannot be overstated; this is because ECE has an impact on everything from school life performance to the lifelong social skills of children. Early childhood development programs in Jubbaland are investments in children's future, not costs. Jubbaland, like the rest of the states as well as the Federal Government did not prioritize the development of this sub- sector, as well as its data collection, hence, the absence of ECE data in the Education Sector Analysis (ESA) of 2021.

ECE is a neglected subsector in the education system, resulting in young children being ill equipped to join primary education and learn in formal settings. As discussed in Chapter Three, data on ECE is not available in Jubbaland, whether public or private. However, what is known is that Quranic schools are the most stable local, non-formal education providing basic religious and moral instruction to a large number of children between the ages of 5 - 14 years. These children join Quranic centres to learn the Quran and basic Islamic teachings. Quranic schools flourished due to parents' high preference and the inaccessibility of formal ECE centres. Thus, currently structured learning opportunities for the majority of pre-primary age children are concentrated in Quranic schools as these are found in almost every village and are most accessible for children. Secular ECE is not very popular in Jubbaland. Children who take part in early childhood education programs have improved their social skills. In a preschool setting, children learn crucial skills that are likely to reduce the percentage of dropouts and unemployment in the long run.

There are many benefits of enrolling children in Early Childhood Education. Data shows that children who participate in early childhood education perform better when they get to primary school. One of the significant benefits of early childhood education is that it builds a love for learning that lasts well past the preschool years. The table below summarizes the goal, the programs, and strategies for ECE.

Program 1.1: Increase access to and completion of ECE	Program 1. 2: Improve quality and relevance of ECE
Strategy 1.1.1: Expand and increase ECE centres	Strategy 1.2.1: Review ECE curriculum and build capacity of teachers
Strategy 1.1.2: Mobilize stakeholders and communities to promote ECE	Strategy 1.2.2: Provide appropriate teaching and learning resources for ECE

4.1.1 Program 1.1: Increasing access to and completion of ECE

The table below summarizes the outcome, indicators, baselines and targets of this program.

Objective/Outcome: Eligible children's access to ECE increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Gross enrolment rate (GER) of children in ECE centres	N/A	50%	EMIS
Net enrolment rate (NER) of children in ECE centres	N/A	40%	EMIS
Gender parity index (GPI)	N/A	0.6	EMIS

Early Childhood Education has life-long benefits for children, yet most of those who should benefit fail to have access to it. There is great urgency to respond to the issue of expanding access to high quality early childhood education for the children of Jubbaland state to better prepare them for future success in school and in life. There are several challenges that shall be tackled by using the strategies such as: Expanding ECE centres and raising community awareness so that different communities can take part in the process. The following tables provide the strategies that will be used to increase access to and completion of ECE:

Strategy 1.1.1. Expand and increase ECE centres

Key Interventions/ Major Activities			
Construct new public ECE centers			
Construct new ECE classrooms within the existing primary schools (Integrated ECE)			
Output: Number of ECE centers increased and expanded			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of new ECE centers constructed	0	2	EMIS, Activity Report
Number of new classrooms constructed	0	15	EMIS, Activity Report

Strategy 1.1.2. Mobilize stakeholders and communities to promote ECE

Key Interventions/ Major Activities			
Conduct ECE awareness and advocacy campaigns			
Output: Stakeholders and communities mobilized to promote ECE			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of community awareness campaigns	0	5	Activity Report, MoECHL Report

4.1.2 Program 1.2: Improve the quality and relevance of ECE

The table below provides the outcome, indicators, baselines and targets of this program.

Objective/Outcome: Quality of ECE improved			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Percentage of ECE centres that have 100% trained teachers	N/A	70%	EMIS, Activity Report
Percentage of ECE schools that have adequate number of teaching and learning materials	0	100%	EMIS, Activity Report
Percentage of ECE centres receiving the prescribed textbooks	0	70%	EMIS, Activity Report

The Jubbaland Education Sector Strategic Plan (2022-2026) aims to improve the quality of Early Childhood Education. Striving for high quality is a necessary condition for attaining a positive impact in ECE programs. Providing training to Quranic school teachers to teach ECE helped to use the same teacher and space to reach children who are already in Quranic schools. Children in Quranic schools learn ECE after they finish their daily lessons in Quran and Islamic education. Therefore, integrating the ECE curriculum would help to provide ECE to many children without constructing ECE centres and recruiting new teachers.

There are several challenges related to the quality of ECE. These include lack of appropriate teaching and learning materials, and shortage of trained teachers and caregivers. These challenges need to be addressed to improve the quality of ECE programs in Jubbaland State, and the following three strategies will be used to achieve the program objective. (a) Review ECE curriculum and build capacity of teachers (b) Strategy 1.2.2: Provide appropriate teaching and learning resources for ECE

Strategy 1.2.1. Review ECE curriculum and build capacity of teachers

Key Interventions/ Major Activities			
Train teachers on ECE curriculum implementation			
Train ECE teachers through pre-service training with more slots for female teachers			
Train ECE teachers, caregivers and Quranic instructors through in-service training			
Output: Output: Integrated ECE Curriculum implemented.			
Indicators	Baseline (2021)	Targets (2026)	Source MoV)
Number of ECE teachers trained on implementation of integrated curriculum	0	200 (50% F)	EMIS, Activity Report
Number of ECE teachers trained through pre-service training with more slots for female teachers	0	300	EMIS, Activity Report
Number of ECE teachers, caregivers and Quranic instructors in in-service training	0	250	EMIS, Activity Report

Strategy 1.2.2: Provide appropriate teaching and learning resources for ECE

Key Interventions/ Major Activities			
Recruit qualified ECE teachers, paying attention to gender imbalance and special needs			
Provide relevant and appropriate teaching learning materials to ECE centres			
Output: ECE Centres provided with teaching and learning resources			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of ECE teachers recruited paying attention to gender imbalances and special needs	0	60 (50% F)	Activity Report, MoEHL Report, EMIS
Number of centres receiving relevant and appropriate teaching and learning resources	0	30	Activity Report, MoEHL Report, EMIS

4.2 Primary Education

Primary education sub-sector provides fundamental skills in literacy and core subjects of the national curriculum in preparation for secondary education. Despite data challenges, the government emphasizes primary education as it believes that eight years of primary education helps to produce citizens that help in the stabilization of the country. Primary education prepares learners for secondary education. The National Curriculum approved in 2017 emphasis on 9 subjects including languages, religious studies, social studies, geography and history among others.

In this regard, this ESSP has set a goal, which is clearly aligned to the Sustainable Development Goals, i.e. "to provide equitable access to quality primary education for all Primary school-aged children. In order to achieve this goal, three programs are designed, which are: 1) increasing access to equitable primary education, 2) improving the quality and relevance of primary education, and 3) promoting Inclusive education. Under each program, several strategies are developed followed by clear outcomes and indicators with program targets to be achieved over the period of the ESSP.

Goal: To provide equitable access to quality primary education to all primary school-aged children		
Program 2.1: Increase access to equitable primary education	Program 2.2: Improve the quality and relevance of primary education	Program 2.3: Promoting inclusive education
Strategy 2.1.1: Expand the capacity of public primary schools Strategy 2.1.2: Promote school attendance through community participation	Strategy 2.2.1: Develop quality teacher education and training programs Strategy 2.2.2: Improve the capacity of primary school teachers Strategy 2.2.3: Strengthen primary school examination and assessment	Strategy 2.3.1. Implement equity-based schemes targeting children from disadvantaged groups Strategy 2.3.2: Promote community participation and needs based development in schools

4.2.1 Program 2.1: Increase access to equitable primary education

The table below shows outcome indicators with baselines and targets set for the plan period.

Objective/Outcome: Equitable access to primary education improved			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Gross enrolment rate (GER)	18.2% (ESA 2020)	40%	EMIS, Activity Report
Net enrolment rate (NER)	NA	35%	EMIS, Activity Report
Gender parity index (GPI)	NA	0.6	EMIS, Activity Report
Number of female learners receiving dignity kits and WASH facilities	0	34,000	Activity Report, MoEHL Report, EMIS
Number of schools with feeding program	66	150	Activity Report, MoEHL Report, EMIS

By the end of the ESSP, the GER for primary schools will increase from 18.2% to 40% while the NER in primary schools will reach 35%. The Gender Parity Index will be 0.6. To encourage girls' participation in education there will be provision of dignity kits to girls to help them attend classes regularly without being absent and enhance their confidence. Similarly, WASH Facilities will be constructed for both boys and girls in the identified schools. Special rooms will be made available for girls who need change rooms to use dignity kits. Achieving these ambitious targets will require commitment by MoEHL and considerable investments and allocation of substantial education funds.

Access to primary education is hindered by a combination of factors such as poverty, the inability of parents to pay school fees, lack of interest for education by some of the marginalized communities, limited school infrastructure and security. Inequities in access exist across different subgroups of children with girls, children with disabilities, pastoralists, nomadic and rural children being particularly disadvantaged. As a result, the magnitude of out of school children in Jubbaland is huge as the overall GER in primary is below 20%.

With this background, the Jubaland Ministry of Education Culture and Higher Learning is committed to ensuring that children have access to primary education, which is accessible, equitable, and of quality, and thereby reducing the number of out of school children. Three strategies will be implemented in this regard: (a) expand the capacity of public primary schools, (b) promote school attendance through community participation and (c) increase the number of schools accessing school feeding programs

For the third strategy, MoEHL will promote school gardens in primary schools. This new initiative has educational goals to help students, school staff and families make

the connection between growing food and good diets, develop life skills and increase environmental awareness. School gardens are a great way to get children to learn about nutrition. In addition to providing food for the school feeding programmes, the gardens will also generate income for schools to cover some of the school expenses. The schools will sell the products in the local market and to families at reasonable prices. The three strategies mentioned above will help to attain the goal of this priority area, i.e. 'to provide equitable access to quality primary education to all primary school-aged children'.

Strategy 2.1.1: Expand the capacity of public primary schools

Key Interventions/ Activities			
Construct new public primary schools in underserved areas			
Construct new classrooms in public primary schools			
Rehabilitate existing public primary schools based on the mapping report and needs of CWDs			
Establish and equip SNE resources centers in selected districts			
Output: Number of primary schools increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of new public primary school constructed in underserved areas	1	10	EMIS, Activity Report, MoECHL Report
Number of new classrooms constructed in public primary schools	0	150	EMIS, Activity Report,
Number of public primary schools rehabilitated based on mapping report	NA	50	EMIS, Activity Report,
Number of SNE resources centers established and equipped in selected	1	6	EMIS, Activity Report,

Strategy 2.1.2: Promote school attendance through community participation

Key Interventions/ Activities			
Conduct primary school awareness campaigns			
Provide school feeding for pupils from poor and vulnerable families			
Provide relevant farm inputs in support of school gardening programs			
Output: School attendance promoted through community participation			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of awareness conducted in primary schools	0	5	Activity Report, MoECHL Report
Number of students benefiting from school feeding program	0	5,000	Activity Report, MoECHL Report
Number of schools provided with farm inputs	66	150	Activity Report, MoECHL Report, EMIS

4.2.2 Program 2.2: Improve Quality and Relevance of Primary Education

The table below provides outcome level indicators for quality and relevance of primary education with baselines and targets specified for the plan period.

Objective/Outcome: The quality and relevance of primary education improved			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Mean score of students in Grade 8 national examination	64.4%	70.3%	Examination Report
Mean score of Grade 3 students in EGRA	NA	TBD	Examination Report
Percentage of qualified primary school teachers	12% (F, M)	40% (F, M)	EMIS, MoEHL Report
Textbook/Student ratio	1:3	1:1	EMIS, MoEHL Report

The quality of learning will be improved through the strategies and interventions planned for the ESSP period as outlined in Chapter 3. It is planned to raise the mean score of students in Grade 8 examination from 64% to 70.3%. In addition, the State aims to increase the mean score of EGRA to acceptable levels. The State will increase the number of qualified teachers by increasing the enrolment capacity of Jubbaland Teacher Training Institute from 12% to 40% with a 50-50 gender balance. TLMs are a critical quality input therefore each child will get a TLMs for each core subject to improve their learning.

Jubbaland's education sector strategic plan will adopt these three strategies to achieve the objective of this Program. The strategies are: (a) Develop quality teacher education and training programs, (b) Improve the capacity of primary school teachers and (c) Strengthen primary school examination and assessment. These strategies will help to improve the general quality of primary education in the long run.

The expected outputs, indicators, baselines, targets, means of verification, and key activities for each strategy under program 2.2 are provided in the tables below.

Strategy 2.2.1: Develop quality primary teacher education and training programs

Key Interventions/ Major Activities			
Provide appropriate facilities for training of primary school teachers at Jubbaland teachers college			
Output: Quality of primary teacher education program improved			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of appropriate facilities for training of primary school teachers at Jubbaland teachers' college	1	5	Activity Report, MoEHL Report

Strategy 2.2.2: Improve the capacity of primary school teachers

Key Interventions/ Activities			
Provide scholarships for pre-service training for primary teachers at Jubbaland teachers college			
Provide in-service training to primary school teachers			
Output: Capacity of Primary school teachers improved			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of teachers receiving scholarships for pre-service teacher training at Jubbaland teachers' college	0	500 (50% F)	EMIS, Activity Report, MoECHL Reports, JRES
Number of teachers trained in in-service teacher training	83	320 (50% F)	EMIS, Activity Report, MoECHL Reports, JRES

Strategy 2.2.3: Provide quality teaching and learning resources

Key Interventions/ Activities			
Recruit qualified primary school teachers with more focus on female teachers			
Establish and equip library with relevant supplementary materials in selected public primary schools			
Provide appropriate teaching and learning materials			
Output: Quality teaching and learning materials provided			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of qualified primary school teachers recruited with more focus on female teachers	NA	200(30%F)	EMIS, Activity Report, MoECHL Reports, JRES
Number of public primary school libraries established and equipped with supplementary materials	0	15	EMIS, Activity Report, MoECHL Reports, JRES
Number of schools provided with appropriate teaching and learning materials	150	150	EMIS, Activity Report, MoECHL Reports, JRES

Strategy 2.2.4: Strengthen primary school examination and assessment

Key Interventions/ Activities			
Train examination staff on management and administration examinations			
Provide appropriate facilities and equipment to exam department			
Output: Examination and assessment system in primary education strengthened			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of examination staff trained on management and administration of examinations	0	20	EMIS, Activity Report, QAS Report, JRES
Number of Exam machine provided with examination department	5	1	EMIS, Activity Report, QAS Report, JRES

4.2.3 Program 2.3: Promoting Inclusive Education

The table below provides outcome level indicators with baselines and targets specified for the plan period to promote inclusive education

Objective/Outcome: Children's access to primary education irrespective of their gender, disability, geographical location and socioeconomic status increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
% of increase in enrolment of CWDs in primary schools	0	20% increase	EMIS, Activity Report, MoECHL Report
Percentage of children enrolled from disadvantaged groups	0	20% increase	EMIS, Activity Report, MoECHL Report

As per the ESA (2021) Report, relatively low levels of access to key facilities in schools are observed across the State. One district stands out as having particularly low levels of access across all indicators; and other two districts, with neither having schools with access to handwashing facilities. In terms of access to facilities for children with disabilities, while two districts have 100% access to water, toilet and electricity, both have no schools with facilities for CwD. Overall, almost every district has low levels of access to facilities for CwD with the exception being one district with 78% with facilities for the disabled. Girls and other marginalized groups are excluded from mainstream education due to social, economic and cultural barriers requiring robust and focused interventions to improve the situation.

Jubbaland State recognizes that it has a significant proportion of children that require special education and care. MoECHL is committed to providing eligible children and youth with special needs, as well as children from under-served groups, with access to high-quality, inclusive education. Inclusive Education is one of the high priority areas and it recognizes that learners with disabilities require different teaching and learning resources and methodology, conducive environment as well as school feeding programs, in order to maximize access and reduce dropout rates.

Therefore, Jubbaland's MoECHL plans to achieve this program objective through the implementation of the following four strategies, (a) implement equity-based schemes targeting children from disadvantaged groups, (b) promote community participation and needs based development in schools. The expected outputs, indicators, baselines, targets, means of verification, and key activities for each strategy under program 2.3 are shown in the tables below.

Strategy 2.3.1: Implement equity-based schemes targeting children from disadvantaged groups

Key Interventions/ Activities			
Develop selection criteria and operational guidelines for the scholarship scheme (no cost activity)			
Provide scholarships (cash grants) to learners in primary, with higher focus on girls			
Provide hearing aids to learners from disadvantaged families and with visual impairments			
Provide visual aids to learners from disadvantaged families and with hearing impairments			
Provide crutches to learners from disadvantaged families and with physical impairments			
Provide dignity kits and for girls in public primary schools			
Output: Equity based schemes targeting children from disadvantaged groups implemented			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Selection criteria and operational guideline for scholarship developed	0	1	Activity Report, MoECHL Report
Number of scholarships (cash grants) for learners in primary, with higher focus on girls provided	0	5,000	Activity Report, MoECHL Report
Number of hearing aids provided to learners from disadvantaged families and with hearing impairments	0	300	Activity Report, MoECHL Report
Number of visual aids provided to learners from disadvantaged families and with hearing impairments	0	300	Activity Report, MoECHL Report
Number of crutches provided to learners from disadvantaged families and with physical impairments	0	300	Activity Report, MoECHL Report
Number of girls in public primary schools provide dignity kits	0	34,000	Activity Report, MoECHL Report

Strategy 2.3.2: Promote community participation and needs based development in schools

Key Interventions/ Activities			
Commemorate the annual inclusive education day			
Conduct social awareness and advocacy campaigns for enrolment of CWDs			
Conduct awareness and advocacy campaigns for girls' enrolment, retention and completion in primary			
Construct changing rooms for girls in primary schools			
Output: Community participation and needs based development promoted in schools			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of annual Inclusive Day conducted	0	5	EMIS, Activity Report, MoECHL Report
Number of social awareness and advocacy campaigns for enrolment of CWDs conducted	0	5	EMIS, Activity Report, MoECHL Report
Number of awareness and advocacy campaigns conducted for girls' enrolment, retention and completion in primary	0	5	EMIS, Activity Report, MoECHL Report
Number of changing rooms for girls in primary schools constructed	0	160	EMIS, Activity Report, MoECHL Report

4.3 Secondary Education

The secondary education gross enrolment ratio (GER) for 2020 in Jubbaland is only 4.0% compared to the primary GER of 9.7% in the same year. This implies that a significant number of children dropped out from the secondary education. Besides, the quality of secondary education is also very low. This is attributed to the limited number of secondary schools and qualified secondary school teachers as well as unavailability of adequate teaching and learning materials. The Jubbaland's Ministry of Education and Higher Learning is committed to providing equitable access and improving the quality of secondary education. Therefore, the following two programs will be implemented to address the challenges of secondary education. (a) Increasing equitable access to secondary education, and (b) Improving the quality and relevance of secondary education. It is envisaged that these programs and their strategies will eventually contribute to the overall achievement of the goal; "to provide equitable access to quality secondary education to all secondary school-aged children and youth".

Goal: To provide equitable access to quality secondary education to all secondary school-aged children and youth	
Program 3.1: Increase access to equitable secondary education	Program 3.2: Improve quality and relevance of secondary education
Strategy 3.1.1: Expand secondary schools and advocate for enrolment	Strategy 3.2.1: Review the secondary education curriculum and provide resources for its implementation Strategy 3.2.2: Strengthen the capacity of teacher development and teaching force

4.3.1 Program 3.1: Increase access to equitable secondary education

The table below shows outcome level indicators with baselines and targets set for the plan period.

Objective/Outcome: Equitable access to and participation in secondary education increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Gross enrolment rate (GER)	4.0 % (ESA 2021)	15%	EMIS
Net enrolment rate (NER)	N/A	TBD	EMIS
Gender Parity Index (GPI)	N/A	0.6	EMIS

By the end of this Education Sector Strategic Plan (ESSP) period, Jubbaland aims to achieve a GER of 14% for secondary education. Therefore, the following strategy will be implemented to reach the targets set for increasing access to secondary education: (a) Expand secondary schools and advocate for enrolment. The following table show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under program 3.1.

Strategy 3.1.1: Expand secondary schools and advocate for enrolment

Key Interventions/ Activities			
Construct new public secondary schools in underserved areas			
Construct new classrooms in existing secondary schools			
Renovate existing classrooms for public secondary schools			
Conduct secondary school awareness campaigns			
Output: Secondary schools expanded and increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of new secondary schools constructed in underserved areas	N/A	10	Activity Report, MoECHL Report, EMIS
Number of new classrooms constructed in existing secondary schools	0	70	Activity Report, MoECHL Report, EMIS
Number of existing classrooms renovated	0	46	Activity Report, MoECHL Report, EMIS
Number of secondary school awareness campaigns conducted	0	5	Activity Report, MoECHL Report, EMIS

4.3.2 Program 3.2: Improve the quality and relevance of secondary education

The table below shows outcome level indicators regarding the quality and relevance of secondary education with baselines and targets set for the plan period.

Objective/Outcome: Quality of secondary education improved			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Textbook/student ratio	1:4	1:1	EMIS
Percentage of qualified secondary school teachers	15%	40%	EMIS
Average mean score of students in Grade 12 national examinations	NA	TBC	EMIS, Examination

The proportion of qualified secondary teachers in Jubbaland is very low (15%). The teacher proficiency test conducted in 2019 indicated an average pass rate of 73.5%. Secondary school teachers need to improve their capacity through pre-service and in-service teachers training programs and in order to equip themselves with knowledge of the subject matter and pedagogical skills so as to improve the student learning outcomes. Moreover, improving the provision of teaching and learning materials will support the teaching and learning process and will have a positive impact on the student's performance.

The promotion of STEM education aims to develop students to become lifelong learners of science, technology and mathematics, enabling them to meet the challenges in the 21st century. From a wider perspective, it will be nurturing versatile talents with different levels of knowledge and skills for enhancing the international competitiveness of Somalia, and in so doing contribute to national development.

MoEHL is committed to promoting STEM education towards developing a solid knowledge base among students and enhancing their interest in Science, Technology and Mathematics; strengthening their ability to integrate and apply knowledge and skills; nurturing their creativity, collaboration and problem-solving skills; and developing talents/experts in STEM-related areas to foster the development of Somalia. Thus, in addition to incorporating elements of STEM education into the school curriculum through time-tabled lessons, MoEHL will strive to establish science centres, organize exhibitions and other events to provide various experiences and learning opportunities beyond the classroom.

Therefore, Jubbaland State will implement the following four strategies which include: (a) reviewing the existing secondary education curriculum and providing resources for its implementation, (b) strengthening the capacity of teacher development and teaching force. The following tables show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under program 3.2.

Strategy 3.2.1: Review the secondary education curriculum and provide resources for its implementation

Key Interventions/ Activities			
Distribute textbooks to all secondary school students			
Procure and distribute appropriate teaching and learning materials to public secondary schools			
Establish and equip libraries with relevant supplementary materials at selected public secondary schools			
Conduct yearly state-level secondary science exhibition			
Construct and equip science laboratories in selected public secondary schools			
Output: Secondary school curriculum reviewed and resources provided			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Number of students receiving textbooks	0	9,400	EMIS, Activity Report, MoEHL Reports, JRES
Number of public secondary schools receiving appropriate teaching and learning materials	0	46	EMIS, Activity Report, MoEHL Reports, JRES
Number of libraries established and equipped with relevant supplementary materials at selected public secondary schools	NA	15	EMIS, Activity Report, MoEHL Reports, JRES
Number of Secondary School Science Exhibition conducted	NA	5	EMIS, Activity Report, MoEHL Reports, JRES
Number of science laboratories constructed and equipped in selected public secondary schools	0	10	EMIS, Activity Report, MoEHL Reports, JRES

Strategy 3.2.2: Strengthen the capacity of teacher development and teaching force

Key Interventions/ Activities			
Establish training colleges for training of secondary school teachers			
Provide scholarships for pre-service secondary teacher training with more female slots at Jubbaland teachers college			
Train secondary school teachers through in-service teacher training			
Output: Capacity of teacher development and teaching force strengthened			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Number of teacher training colleges for secondary teachers	NA	1	EMIS, Activity Report, MoECHL Reports, JRES
Number of scholarships for pre-service secondary school teachers with more female slots provided	NA	250 (50%F)	EMIS, Activity Report, MoECHL Reports, JRES
Number of teachers trained through in-service training	0	500 (30%F)	EMIS, Activity Report, MoECHL Reports, JRES

4.4 Accelerated Basic Education

Accelerated basic education (ABE) is an educational opportunity for out-of-school children and children who missed educational opportunities because of different factors. In Jubbaland state, there are quite a number of youth and children who are out of school and need to get educational opportunities. To improve overall enrolment of these children, Jubbaland's MoECHL is prioritizing on providing access to quality and inclusive education in ABE centres for out-of-school children. It is an accelerated program in which the eight years of primary education is completed within a four-year period with a condensed curriculum and schedule. The following two programs will be implemented to attain this goal, i.e., (a) enhancing access to ABE centres, and (b) strengthening the quality of ABE teaching and learning. The goal is: "to provide access to quality alternative basic education to all out-of-school children".

Goal: To provide access to quality alternative basic education to all out-of-school children	
Program 4.1: Enhance access to ABE	Program 4.2: Strengthen the quality of ABE teaching and learning
Strategy 4.1.1: Expand platforms for delivery of ABE and raise community participation	Strategy 4.2.1: Build the capacity of ABE teachers Strategy 4.2.2: Provide appropriate teaching and learning resources for ABE schools

4.4.1 Program 4.1: Enhance access to ABE centres

With baselines and targets specified for the plan period, the table below provides measurable outcome level indicators regarding equitable access to ABE.

Objective/Outcome: Children's and youth's access to ABE increased			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Percentage increase of ABE enrolment in five years of the ESSP	5%	40%	EMIS, Activity Report
Proportion of girls enrolled in ABE schools	15%	20%	EMIS, Activity Report
Level of awareness of communities on ABE	NA	70%	Survey report, MoECHL Report,

In Jubbaland State, more than half of children and youth are out of school for many reasons and need to get access to Alternative Basic Education (ABE), an accelerated form of primary education. In the education sector strategic plan for the period 2022-2026, Jubbaland plans to give access to 40% out-of-school children. Moreover, a target is set to increase the level of awareness in the communities towards the ABE at least to 70%. The following strategy will be implemented to attain the program objective, i.e., (a) expanding and conducting social mobilization and awareness campaigns for ABE.

The following tables show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under program 4.1.

Strategy 4.1.1: Expand platforms for delivery of ABE and raise community participation

Key Interventions/ Activities			
Conduct ABE community awareness campaigns			
Output: Platform for delivery of ABE expanded and community participation expanded			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Number of community awareness campaigns conducted	0	5	Activity report, MoECHL Report

4.4.2 Program 4.2: Strengthening the quality of ABE teaching and learning

The table below shows outcome level indicators regarding the quality and relevance of ABE with baselines and targets set for the plan period.

Objective /Outcome: Quality of ABE improved			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Student: textbook ratio in ABE schools	0	1:1	EMIS, Activity Report, JRES
Average mean score of ABE learners in level 2 in EGRA	NA	TBD	Examination /EGMA/EGRA Report
Average mean score of ABE learners in level 2 in EGMA	NA	TBD	Examination /EGMA/EGRA Report

To provide quality education for the ABE learners, the Ministry of Education and Higher Learning gives priority to improve the quality of ABE teachers through in-service training. To achieve the targets set, the Jubbaland's MoECHL will implement the following four strategies, which are: (a) build the capacity of ABE teachers, (b) provide appropriate teaching and learning resources for ABE. The following tables show the outputs, indicators, baselines, targets, means of verification and the key activities for each strategy under program 4.2.

Strategy 4.2.1: Build the capacity of ABE teachers

Key Interventions/ Activities			
Provide in-service training for ABE teachers with 50% female			
Output: Capacity of ABE teachers built			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of ABE teachers with 50% female trained through in-service training	0	130 (50%F)	Activity Reports

Strategy 4.2.2: Provide appropriate teaching and learning resources for ABE

Key Interventions/ Activities			
Provide textbooks to ABE learners			
Provide appropriate teaching and learning materials to ABE schools			
Provide radios for distance learning to children in rural areas			
Output: Appropriate teaching and learning resources for ABE provided			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of textbooks provided	0	6,200	EMIS, Activity Reports
Number of appropriate teaching and learning materials to ABE schools	0	100	EMIS, Activity Reports,
Number of radios for distance learning to children in rural areas	0	4,000	EMIS, Activity Reports,

4.5 Education in Emergency

Drought and conflict are the key drivers for emergencies across all regions of Somalia. Jubbaland is not an exception and has experienced recurrent droughts for the past couple of years. Such emergencies exacerbate the limited services such as education for vulnerable communities including urban poor, rural communities, IDPs, and refugees. This is coupled with a lack of functioning mechanisms in place to sustain education services during emergencies. The Jubbaland State is committed to put in place a mechanism that allows education services to be maintained during emergencies in order to ensure that learners remain in safe and protected learning environments. This requires joint efforts and collaboration with partners working in Jubbaland State.

In view of the above, the “Providing sustainable educational services during emergency” program is designed to address key factors underpinning fragility and the resilience of communities to recover from emergencies in order to achieve the goal: “to ensure that emergency-affected school-age girls and boys, including IDPs, continue to get uninterrupted access to safe and quality education in emergency”.

Goal: To ensure that emergency-affected school-age girls and boys, including IDPs, continue to get uninterrupted access to safe and quality education during emergencies.
Program 5.1: Sustain educational services during emergencies
Strategy 5.1.1: Early warning and community response to emergencies
Strategy 5.1.2: Provide materials support to affected learners to avert emergency-caused dropouts

4.5.1 Program 5.1: Sustain educational services during emergencies

The table below depicts the key outcome indicators with baselines and targets set for the plan period. 2022 - 2026.

Objective/Outcome: Uninterrupted education services during emergency services with safety guaranteed to students			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Percentage of children affected by emergency continuing their education	0	TBD (%F)	Activity Report, EiE Unit
Percentage of students who dropped out of schools due to emergencies	0	TBD (%F)	Activity Report, EiE Unit, EMIS
Students: textbooks ratio in education in emergency set up	0	1:1	Curriculum Dept., EMIS, Activity Report

By the end of this ESSP, the education system in Jubbaland will be able to put in place a functioning mechanism that will allow education services to be maintained during emergencies so that learners remain in safe and protected learning environments. The following strategies will be employed: (a) Early warning and community response to

emergencies, (b) Providing materials support to affected learners to avert emergency-caused dropouts. The following tables show the detailed outputs, indicators, baselines, targets, means of verification and the key activities interventions for each strategy under program 5.1.

Strategy 5.1.1: Early warning and community response to emergencies

Key Interventions/ Activities			
Conduct awareness campaigns for at-risk communities			
Construct temporary learning centres in affected areas			
Rehabilitate damaged learning centres			
Establish mobile schooling in hard-to-reach areas			
Output: Early warning Community response to emergencies established			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of awareness campaigns conducted for at risk communities conducted	0	5	Activity Report, MoECHL Report
Number of temporary learning centres constructed in affected areas	0	100	Activity Report, MoECHL Report
Number of damaged centres rehabilitated	0	50	Activity Report, MoECHL Report
Number of mobile schools establish in hard-to-reach areas	0	20	Activity Report, MoECHL Report

Strategy 5.1.2: Provide materials support to affected learners to avert emergency-caused dropouts

Key Interventions/ Activities			
Provide WASH supplies to affected schools			
Output: Materials support provided to affected learners to avert emergency-caused dropouts			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of wash facilities provided to affected schools	0	100	Activity Report, MoECHL Report

4.6 Adult Education

The Adult Education program is an education opportunity given to youth and adults over the age of 18 years to learn. It provides a flexible learning program that lasts for three years instead of the required eight years of official elementary school. Currently, there is no enrolment in the adult education program. Therefore, the Jubbaland State is committed to providing youth and adults with equitable access to affordable and quality adult education, which is one of the priorities of this plan. The two programs as listed below; i.e. (a) increasing access to adult education programs; and (b) improving the quality of adult education will be implemented. To realize the programs, relevant strategies are developed to ultimately achieve the goal, which is “to provide equitable access to quality adult education to all adults who have not gone through the formal education program”.

Goal: To provide equitable access to quality adult education to all adults who have not gone through the formal education program	
Program 6.1: Increase access to Adult Education	Program 6.2: Improving the quality of Adult Education
Strategy 6.1.1: Increase community awareness and participation in adult education	Strategy 6.2.1: Provide teaching and learning resources to Adult Education centres Strategy 6.2.2: Build the capacity of Adult Education teachers

4.6.1 Program 6.1: Increasing access to Adult Education Program

The table below gives outcome indicators regarding the access to equitable adult education with baselines and targets set for the plan period.

Objective/Outcome: Access to adult education program increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of adults enrolled in adult education program	0	15,000 (50%F)	EMIS
Percentage share of female learners out of total adult education participants	NA	50%	EMIS

The Adult Education Program will focus on youth and adults who have lost out on educational opportunities, as well as those who dropped out from school. The Jubbaland Ministry of Education, Culture and Higher Learning plans to enroll 15,000 youth and adults and train 190 teachers for the Adult Education Centres by the end of the Education Sector Strategy Plan. To meet the target, the following strategy will be implemented: increasing community awareness and participation in adult education. The outputs, indicators, baselines, targets, means of verification, and key activities for each strategy under program 6.1. are listed in the tables below.

Strategy 6.1.1: Increase community awareness and participation in adult education

Key Interventions/ Activities			
Conduct awareness campaigns for Adult Education			
Commemorate the international literacy day			
Output: Adult Community awareness and participation in adult education increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of awareness campaigns for adult education	0	5	Activity Report, MoECHL Report
Number of literacy day conducted	0	5	Activity Report, MoECHL Report, EMIS

4.6.2 Program 6.2: Improve the quality of Adult Education

With baselines and targets specified for the plan period, the table below provides outcome indicators that would measure the quality and relevance of adult education.

Objective /Outcome: Quality of adult education improved			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of teachers teaching adult education classes receiving stipends	None	190	Activity Report, MoECHL Report
Number of adult education textbooks distributed	0	15,000	Activity Report, MoECHL Report
Number of Adult Education teachers trained	0	190 (30%F)	Activity Report, MoECHL Report, JRES

Under this program, Jubbaland plans to train 190 adult education teachers and distribute TLM to over 70% of the centres. Furthermore, adult education centres will receive radios to improve the quality and relevance of adult education in the five-year ESSP period. To achieve the Program objective, the following two strategies will be implemented. These are: (a) providing teaching and learning resource to Adult Education centres and (b) building the capacity of teachers for Adult Education. The outputs, indicators, baselines, targets, means of verification, and key activities for each strategy under program 6.2 are listed in the tables below.

Strategy 6.2.1: Provide teaching and learning resources to Adult Education centres

Key Interventions/ Activities			
Provide stipends to teachers teaching adult classes			
Disseminate/Distribute the Adult Education textbooks			
Provide relevant teaching and learning materials for adult education			
Provide radios for distance learning to all Adult Education centres			
Output: Teaching and learning resources provided to Adult Education centres			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of teachers teaching adult education classes receiving stipends	None	190	Activity Report, MoECHL Report
Number of adult education textbooks distributed	0	15,000	Activity Report, MoECHL Report
Number of adult education teaching and learning materials provided	None	250	Activity Report, MoECHL Report
Number of radios provided to all adult education centres		2,500	Activity Report, MoECHL Report

Strategy 6.2.2: Build the capacity of Adult Education teachers

Key Interventions/ Activities			
Provide in-service training for adult education teachers			
Output: Adult Education teachers trained through in-service training			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of Adult Education teachers trained through in-service training programs	0	190 (30% F)	Activity Report, MoECHL Report, JRES

4.7 Technical and Vocational Education and Training

Technical and vocational education training (TVET) is extremely important and plays a critical role in developing skills for youth which can lead them to career opportunities while also reducing young extremism, migration, and unemployment. As a result, the Jubbaland Ministry of Education's five-year ESSP (2022-2026) prioritizes the TVET sub-sector. The following three programs will be employed to attain the goal of this sub-sector. These are (a) increasing access to equitable TVET (b) enhancing relevance and quality of TVET; and (c) improving governance and management of TVET. The Ministry of Education in Jubbaland is committed to providing relevant TVET programs, such as agriculture, fishing, and other production skills to the young people. To attain the overall goal, "to produce adequate and competent labour force for the market in Somalia", appropriate and relevant strategies have been developed.

Goal: To produce adequate and competent labour force for the market in Somalia		
Program 7.1: Increase equitable access to TVET	Program 7.2: Enhance relevance and quality of TVET	Program 7.3: Improve governance and management of TVET
Strategy 7.1.1: Promote TVET programs through social mobilization	Strategy 7.2.1: Review TVET curricular and enhance capacity of instructors	Strategy 7.3.1 Review and disseminate TVET policy and strategy
Strategy 7.1.2: Expand the capacity of TVET centres	Strategy 7.2.2: Equip TVET centres with appropriate training materials and resources	Strategy 7.3.2: Strengthen partnerships, governance and accountability in TVET
		Strategy 7.3.3: Develop and implement qualification and quality assurance framework

4.7.1 Program 7.1: Increasing equitable access to TVET

With baselines and targets specified for the plan period, the table below provides outcome indicators, which will measure access to TVET programs in Jubbaland.

Objective /Outcome: Equitable access to TVET increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of students in TVET centres	1,789	6,000	EMIS, MoECHL Report
Percentage of female students in TVET centres	63%	85%	EMIS, MoECHL Report

The Jubbaland's Ministry of Education strives to enrol 6,000 youth and increase enrolment rate for female students to 85% in TVET centres in the five-year ESSP period. To meet the overall goal, "to produce adequate and competent labour force for the labour market in Somalia," the following three strategies will be implemented. These are: (a) promote TVET programs through social mobilization, and (b) expand

the capacity of TVET Centres. The outputs, indicators, baselines, targets, means of verification, and important activities for each strategy under program 7.1 are listed in the tables below.

Strategy 7. 1.1: Promote TVET programs through social mobilization

Key Interventions/ Activities			
Conduct social mobilization and awareness campaigns			
Conduct annual TVET Expo/xhibitions			
Output: Awareness of and engagement of communities in TVET programs increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of social mobilization and awareness campaigns	0	10	Activity Report, MoECHL Report
Number of annual TVET Expo/Exhibitions	0	5	Activity Report, MoECHL Report

Strategy 7.1.2: Expand the capacity of TVET centres

Key Interventions/ Activities			
Construct and equip new technical professional schools			
Construct new TVET centres to the least served areas			
Rehabilitate existing TVET centres			
Output: TVET centres increased			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of technical professional schools constructed and equipped	0	2	Activity Report, MoECHL Report
Number of TVET centres constructed in least served areas	0	5	Activity Report, MoECHL Report
Number of TVET centres rehabilitated	0	21	Activity Report, MoECHL Report

4.7.2 Program 7.2: Enhance relevance and quality of TVET

With baselines and targets specified for the plan period, the table below provides outcome indicators for the quality and relevance of TVET programs.

Objective /Outcome: The quality and relevance of TVET enhanced			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Percentage of TVET centres with 75% or more qualified teachers	NA	75%	Activity Report, MoECHL Report
Percentage of TVET centres that are adequately equipped with the appropriate equipment, tools, and training materials	0	70%	Activity Report, MoECHL Report
Number of Public Technical Teacher Training College in constructed and equipped	0	1	Activity Report, MoECHL Report

The TVET centres in Jubbaland State need to improve the quality of TVET programs, through the provision of adequate material they use for training, and also the quality of the instructors. Therefore, the MoECHL in Jubbaland is committed to providing training for the TVET instructors so that the centres will have at least 75% trained teachers. It also plans to distribute the relevant TLMs including equipment and other accessories to 70% of the TVET centres. Improving the quality of TVET programs to meet the market demand over the next five years in the education sector strategic plan is a priority. The following strategies will be implemented to achieve the program objective. The strategies are: (a) reviewing TVET curricula and enhance the capacity of instructors, (b) Equipping TVET centres with appropriate training materials and resources. The outputs, indicators, baselines, targets, means of verification, and key activities for each strategy under program 7.2. are provided in the tables below.

Strategy 7.2.1: Review TVET curricular and enhance capacity of instructors

Key Interventions/ Activities			
Train TVET instructors on implementation of the updated TVET curriculum			
Conduct training needs assessment for TVET instructors			
Provide scholarships for training of master trainers abroad			
Conduct skill upgrading training for TVET instructors, paying attention to gender balance			
Output: TVET curriculum reviewed, and capacity of instructors enhanced			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of instructors trained TVET curriculum implementation	0	131	EMIS, Activity Reports
Number of training needs assessments	0	1	EMIS, Activity Reports
Number of scholarships provided for training of master trainers abroad	0	10	EMIS, Activity Reports
Number of instructors attending skills upgrade workshop	0	100	EMIS, Activity Reports

Strategy 7.2.2: Equip TVET centres with appropriate training materials and resources

Key Interventions/ Activities			
Construct and equip computer labs at technical training college			
Construct and equip computer labs at selected public TVET centres			
Provide appropriate and quality training and learning materials to selected training centres			
Provide tools and equipment to TVET centres			
Output: TVET centres equipped with appropriate training materials and resources			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of technical colleges with computer labs constructed	NA	1	EMIS, Activity Report
Number of computer labs constructed at selected public TVET centres	NA	6	EMIS, Activity Report
Number of appropriate and quality training and learning materials provided to selected training centres	0	26	EMIS, Activity Report
Number of TVET centres provided with tools and equipment	0	5	EMIS, Activity Report

4.7.3 Program 7.3: Improve the Governance and Management of TVET

Objective/Outcome: TVET governance and management improved			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Level of stakeholders' satisfaction on the governance and management of TVET	0	Mean level of satisfaction rated as "very good"	Survey report

TVET is provided mainly by the non-state actors. This requires strong coordination, close consultation, concrete partnership and follow up to ensure that the quality of TVET is maintained and that the centres are producing citizens with the required and acceptable skills and qualification that the labor market demands. MoECHL will create appropriate fora and platforms, in which TVET stakeholders will meet, discuss and agree on feasible actions to improve the TVET sub-sector in the State. Establishing a permanent TVET Council as well as organizing ad-hoc committees and task forces for specific tasks will support the MoECHL to implement the TVET Policy effectively. Therefore, in order to strengthen the regulatory framework and improve the management capacity of TVET, the MoECHL is committed to enhancing good governance and management of TVET centres by implementing the following the strategies: (a) reviewing and disseminating the TVET policy and strategy, (b) Building the capacity of TVET departments of FGS and FMS and (c) Developing and implementing a qualification and quality assurance framework. The outputs, indicators, baselines, targets, means of verification, and key activities for each strategy under program 7.3. are provided in the tables below.

Strategy 7.3.1: Review and disseminate TVET policy and strategy

Key Interventions/ Activities			
Train staff and instructors on policy implementation			
Output: TVET policy reviewed and disseminated			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of instructors trained on policy implementation	0	150	Activity Report, MoECHL Report

Strategy 7.3.2: Strengthen partnerships, governance and accountability in TVET

Key Interventions/ Activities			
Conduct TVET coordination meetings to strengthen accountability and partnerships			
Train ministry staff and center managers on management and accountability skills			
Output: Capacity TVET departments of FGS and FMS built			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Number of TVET coordination meetings to strengthen accountability and partnerships conducted	NA	5	Activity Report, MoECHL Report
Number of staff receiving management and accountability workshops	NA	150	Activity Report, MoECHL Report

Strategy 7.3.3: Develop and implement a qualification and quality assurance framework

Key Interventions/ Activities			
Train staff on monitoring and supervision based on the Quality Assurance Framework			
Conduct yearly monitoring and supervision exercises			
Output: Qualification and quality assurance framework developed and implemented			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of staff trained on monitoring and supervision	0	20	Activity Report, MoECHL Report
Number of monitoring and supervision exercise	0	5	Activity Report, MoECHL Report

4.8 Governance and System Management

Jubbaland was one of the earliest federal member states that was created under the FGS. The Jubbaland Ministry of Education, Culture and Higher Learning is looking forward to strengthening its ability to deliver education services across the state and increasing its efforts on decentralizing the implementation of education services. The State has made remarkable efforts to increase access, equity and quality of education. However, it is still facing obstacles that hinder it to make it more effective. The ‘governance and, management system, capacity development and enhancing EMIS’ program will be the core program that drives the educational development for the ministry. Thus, the program aims to ‘‘ create strong capacity of the Ministry’s staff, manage the education sector effectively and establish an efficient EMIS system that produces relevant and timely data for decision making in the education sector.” In order to achieve this goal, a program, enhancing the governance and management capacity of the MoECHL, has been designed. The Program will use three key strategies. These are: a) Build the management capacity of staff in all sub-sectors, (b) Strengthen the Education Management Information System and c) Strengthening the decentralization of education functions

Goal: To create strong capacity of the ministry’s staff and manage the education sector effectively and establish an efficient EMIS system that produces relevant and timely data for better decision making in the education sector
Program 8.1: Enhance governance and management capacity of MoECHL
Strategy 8.1.1: Build the management capacity of staff in all sub-sectors
Strategy 8.1.2: Strengthen the Education Management Information System
Strategy 8.1.3: Strengthen the decentralization of education functions

4.8.1 Program 8.1: Enhance capacity for management of education

Objective /Outcome: Enhanced administrative and management skills of staff to deliver education services effectively and efficiently			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Percentage of incumbent staff trained on educational administration and management	0	100%	MoECHL Report
Percentage of incumbent staff trained on planning and financial management	0	100%	MoECHL Report
Percentage of incumbent EMIS staff trained on management of information system	0	100%	MoECHL Report, EMIS report
Number of districts with new education offices constructed	0	10	MoECHL Report, EMIS
Percentage of DEOs trained on education administration and management	0	100%	MoECHL Report, EMIS

Over the course of the ESSP period, Jubbaland’s Ministry of Education, Culture and Higher Learning will train respective staff in areas of educational administration and management, planning, and financial management to build its human capacity. EMIS

staff will be given special consideration in the training; field staff will be trained across the State in efficient service delivery.

Strategy 8.1.1: Build the management capacity of staff in all sub-sectors

Key Interventions/ Activities			
Review the structure of the ministry to provide clear ToR and roles and responsibility			
Conduct refresher training for junior staff on efficient service delivery			
Conduct planning and financial management training for relevant department			
Conduct leadership and management training for senior staff			
Conduct Monitoring and Supervision exercise for ECE, primary, secondary, Adult Education			
Output: Management capacity of staff in all sub-sectors built			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of staff trained on efficient service delivery	0	50	Activity Report, MoEHL Report
Number of Non-Residential Medium Non-Technical/Training workshops	0	5	Activity Report, MoEHL Report
Number of staff senior staff trained on leadership and management training	0	30	Activity Report, MoEHL Report
Number of Monitoring and Supervision exercise for ECE, primary, secondary, ABE, Adult Education conducted	0	5	Activity Report, MoEHL Report

Strategy 8.1.2: Strengthen the Education Management Information System

Key Interventions/ Activities			
Recruit and deploy EMIS staff to the state office			
Train EMIS staff and data collectors on expanded EMIS			
Output: The Education Management Information System strengthened			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of EMIS staff recruited and deployed	2	5	Activity Report, MoEHL Report
Number of staff and data collectors trained on expanded EMIS	0	300	Activity Report, MoEHL Report

Strategy 8.1.3: Strengthen decentralization of education functions

Key Interventions/ Activities			
Develop guidelines and standard of operations on the decentralized functions, roles and responsibilities of districts			
Construct and equip district education offices in each district			
Recruit adequate staff for the district offices			
Provide training on decentralized education management, governance and accountability to the DEOs			
Recruit technical advisors to be imbedded in relevant departments			
Conduct yearly coordination and consultative meetings for education programs at all levels			
Conduct annual JRES and produce state-level statistical yearbook			
Output: Decentralization of Education functions strengthened			
Indicators	Baseline (2021)	Targets (2026)	Source (MoV)
Number of guidelines and standards on decentralization functions, roles and responsibilities of districts developed	0	1	MoECHL Report DEO's report
Number of new district education offices constructed and equipped	0	5	Activity Report, MoECHL Report, EMIS
Number of staff recruited for new DEO offices	11	20	Activity Report, MoECHL Report, EMIS
Number of DEOs trained on decentralized education management, governance and accountability	0	15	Activity Report, MoECHL Report, EMIS
Number of technical advisors embedded at relevant departments	1	2	Activity Report, MoECHL Report, EMIS
Number of yearly coordination and consultative meetings for education programs at all levels conducted	0	5	Activity Report, MoECHL Report, EMIS
Number of annual JRES conducted	0	5	Activity Report, MoECHL Report, EMIS

4.9 Utilization and Integration of ICT in the Education System

The importance of ICT in education was hugely felt during the era of COVID-19. The Pandemic had a major impact on the provision of education across the state and the nation as a whole. Hence, the focus on the utilization and integration of ICT was born out of necessity to avoid the interruption of learning. The experience gained from this situation has initiated MoEHL to replicate and integrate ICT in the education system. The MoEHL in Jubbaland, will improve the retention of children in education and reduce the dropout rates across the state through the integration of ICT at all levels and systems progressively. The program under this priority area shall pave the way for the State to increase access to learning in the region, while increasing the pedagogy of teaching and learning. Therefore, the MoEHL will focus on ICT integration in four priority areas: Primary, Secondary, TVET and Teacher Education in this plan period from 2022-2026. The table below summarizes the goal, programs and strategies of this priority area.

Goal: ICT fully integrated in the education system	
Program 9.1: Strengthening policy for ICT integration in education	Program 9.2: Integrate ICT in teaching, learning, and assessment
Strategy 9.1.1: Strengthen the policy environment for ICT integration	Strategy 9.2.1: Provide ICT infrastructure in public primary, secondary, TVET centres and Teacher Training College Strategy 9.2.2: Enhance digital literacy among staff at the ministry and schools

4.9.1 Program 9.1. Integrating ICT in teaching, learning, and assessment

The Table below provides outcome indicators along with the baselines and targets set for this ESSP period;

Objective /Outcome: Integration of ICT in education system improved			
Indicators	Baseline (2020)	Targets (2025)	Source (MoV)
Percentage of public primary, secondary schools, TVET centres equipped with computer lab	0	30 %	MoEHL Activity Report/ EMIS
Percentage of public primary, secondary schools, TVET centres with access to electricity	0	30 %	MoEHL Activity Report/ EMIS
Percentage of public primary, secondary schools, TVET centres with access to internet services	0	30 %	MoEHL Activity Report/ EMIS
Number of digital learning assessment software developed	0	1	Activity Report, MoEHL Report
Percentage of schools with teachers trained on digital learning assessment	0	30 %	Activity Report, MoEHL Report
Percentage of schools with teachers trained on ICT integration into teaching and learning	0	30%	MoEHL Activity Report/EMIS
Percentage of schools with school managers trained on ICT integration in management and administration	0	30%	MoEHL Activity Report/EMIS

The Ministry of Education, Culture and Higher Learning is committed to integrating ICT in teaching, learning, assessment, and management in primary, secondary, TVET and teacher education by the end of this ESSP. The outcome of this program is the “integration of ICT in education system expanded and the strategies to be implemented to reach this program objective are; (a) Strengthen the policy environment for ICT integration, (b) Provide ICT infrastructure in public primary, secondary, TVET centres and Teacher Training College and c) Enhance digital literacy among staff at the ministry and schools. The following tables show the strategies mentioned above with the appropriate indicators, baselines and target values:

Strategy 9.1.1: Strengthen the policy environment for ICT integration

Key Interventions/ Activities			
Disseminate the ICT policy at the state level			
Output: ICT policy environment strengthened			
Indicators	Baseline (2021)	Targets (2025)	Source (MoV)
Number of ICT policy implementation plan developed	0	1	MoEHL Activity Report

4.9.2 Program 9.2: Integrate ICT in teaching, learning, and assessment

Outcome: Improved EMIS system put in place for timely, quality and reliable data collection and analysis and reporting			
Indicators	Baseline (2020)	Targets (2026)	Source (MoV)
Percentage of coverage of data collection	70%	100%	EMIS data
Number of EMIS Annual Reports produced	NA	5	EMIS data
Percentage of geographical coverage of EMIS	70%	100%	EMIS data

Strategy 9.2.1: Provide ICT infrastructure in public primary, secondary, TVET centres and Teacher Training College

Key Interventions/ Activities			
Construct and equip computer labs in selected (18) public primary and secondary schools			
Install electricity or solar to selected (18) public primary, secondary including (six) TVET centres and (one) Teacher Training College			
Provide basic internet access to selected (18) public primary, secondary including (six) TVET centres and (one) Teacher Training College			
Output: ICT infrastructure in primary, secondary, TVET centers and TTC provided			
Indicators	Baseline (202)	Targets (2025)	Source (MoV)
Number of computer labs constructed and equipped in selected public primary and secondary schools	0	18	MoECHL Activity Report/ EMIS
Number of selected public primary, secondary, TVET centres and Teacher Training College in which electricity and solar power is installed	0	25	MoECHL Activity Report/ EMIS
Number of public primaries, secondary schools, TVET centres with access to internet services	0	25	MoECHL Activity Report/ EMIS

Strategy 9.2.2: Enhance digital literacy among staff at the ministry and schools

Key Interventions/ Activities			
Train ministry staff on use of technology in the management of education service			
Train school administrator on use of technology in the school management			
Train teachers and administrators on digital literacy and distance learning platform			
Output: Digital literacy among staff at ministry and school enhanced			
Indicators	Baseline (2020)	Targets (2025)	Source (MoV)
Number of ministry staff teachers trained on use of technology in the management of education service	0	30	MoECHL Activity Report/EMIS
Number of school managers trained on ICT integration	0	30	MoECHL Activity Report/EMIS
Number of teachers and administrators trained on digital literacy and distance learning platforms	0	250	MoECHL Activity Report/EMIS

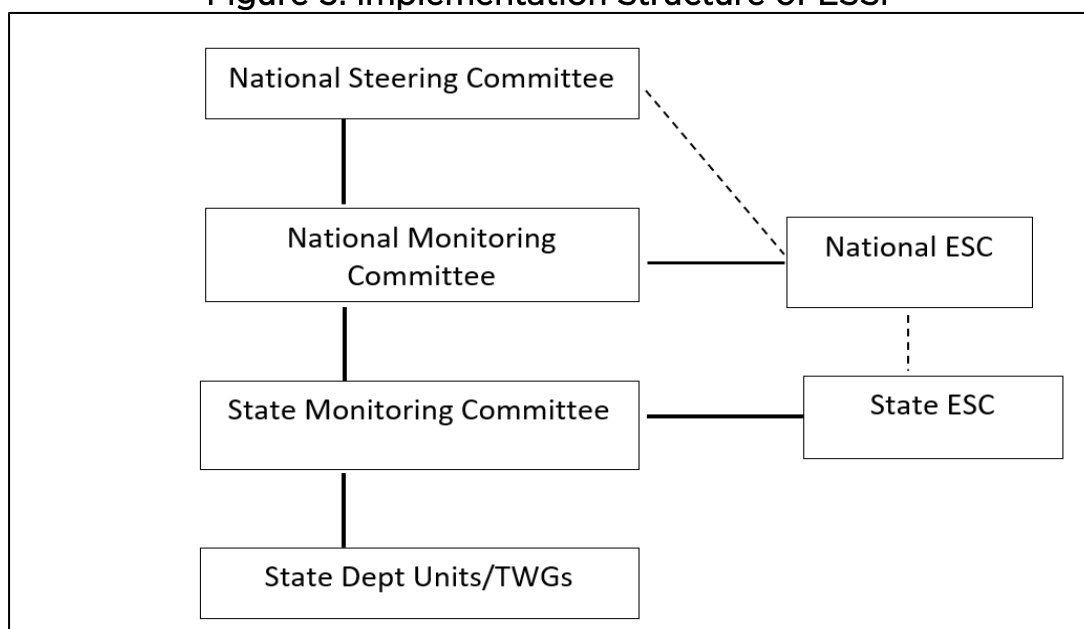
Chapter Five: Implementation Arrangement, Monitoring, and Evaluation Framework



5.1 Implementation Arrangement

The Jubbaland Education Sector Strategic Plan 2022 – 2026 is results oriented, with clear indicators and targets outlined for all program outcomes and outputs. Although the Ministry of Education and Higher Learning (MoEHL) has the mandate to run all education activities within the state. It will work closely with the National Monitoring Committee (established at MoECHE) on the implementation of the ESSP. This is due to two major reasons. This state level ESSP is part of the National ESSP and there has to be coherence in the implementation in the implementation of both ESSP. In addition, the MoEHL has limited capacity to implement this ESSP, which is new for the State. Therefore, the implementation arrangement for the ESSP considers the close relationship and collaboration of MoCEHL and MoECHE. The implementation structure depicted below shows the connection between the state level monitoring committee and different entities that have roles in the implementation of the ESSP at national and state levels. However, the discussion in this section is limited to those entities that have a direct role in the implementation, and monitoring and evaluation of the ESSP at the state level. The implementation structure may be revised when the capacity of the MoEHL develops or as needed. Figure 4 shows the structure that will be set up to oversee and monitor the implementation of the ESSP.

Figure 5: Implementation Structure of ESSP



5.1.1 State Monitoring Committee

The State Monitoring Committee (SMC) will be responsible for monitoring the progress of the implementation of the Jubbaland ESSP. The Director General at MoECHL will chair the SMC. The SMC will comprise the heads of departments and units, and chairpersons of the technical working groups (TWGs) of the different sub-sectors and priority areas as well as the M&E Advisor. The SMC will meet on a monthly basis. It will prepare quarterly, semi-annual and annual progress reports of the ESSP and present them to the National Monitoring Committee which in turn reports to the National Steering Committee. It will collaborate with and support the independent monitoring team, midterm and final evaluations of the ESSP. The SMC will provide updates to the Minister of MoECHL on the progress of the implementation of the ESSP and advise the Minister on any issue that may require decisions related to changes or adjustments of the ESSP. The Minister of MoECHL makes decisions on any adjustment of major strategies and funding of ESSP. The department of planning at MoECHL will serve as the secretariat of the SMC.

5.1.2 Departments, Units/TWG

To operationalize this ESSP, each department will have its annual work plans that are linked to the objectives and outcomes of the ESSP. The annual work plan will identify responsibilities, financial resources that will be allocated and budget implications and timelines and targets for the implementation of the ESSP. The heads of departments, heads of Units and TWG will closely work together to

oversee the coordination, planning, and monitoring of the implementation of the operational plans of their respective sub-sectors or priority areas. The departments, units and TWG will support the SMC through provision of reports generated at this level as part of the monitoring of the implementation process.

The departments and units in MoECHL have defined organizational roles and responsibilities attached with accountability for which they prepare their annual operational plans, implement, monitor and report progress routinely. The department of planning has overall responsibility of coordination and consolidation of annual plans and reports of the ESSP. On the other hand, the Technical Working Groups (TWGs) is a new entity that will be established for the monitoring of the ESSP. The TWGs will be established for each sub-sector or priority area. The TWGs will consist of experts in the mandate area of the different departments of MoECHL. The TWGs shall provide technical advice on the coordination, planning, and implementation of the program/s; and monitor the implementation of program/s for which they are responsible. This will help to track each program thoroughly and intensify coordination for improved results.

5.1.3 State Education sector Coordination

The State Education Sector Coordination (ESC) meets monthly and is headed by the director of planning of the MoECHL. Members of the State ESC are officials of the MoECHL, representatives of the development partners who are supporting projects in Jubbaland and representatives from

the CSOs. The ESC works closely with the SMC in coordinating and information sharing while ensuring effective implementation and monitoring of annual work plan carried out at state level. The SESC also reports to and provides information to the National SMC, on state level implementation and progress. Overall, the SESC will make sure that the state level annual implementation plan is aligned with the annual implementation plan of the national ESSP.

5.2 Performance Monitoring and Evaluation

In order to determine whether the ESSP is creating value for the education system by achieving the intended outcomes, it is critical to have a monitoring system in place. Effective monitoring requires a clear set of performance measures and indicators linked to the priorities and an efficient data collection system that will collect the information needed in measuring the progress being made each of the key performance indicators. Therefore, MOECHL will establish a system for monitoring and evaluating the implementation of the ESSP through a Monitoring and Evaluation Framework with key indicators for tracking the implementation of key activities and the expected outcomes. The framework will allow for the periodic evaluation of key indicators in order to assess the progress towards achievement of objectives set in the plan. The monitoring will be based on asset of key performance indicators along with the baselines and targets that have been included in Chapter 4 and in this chapter. However, the baselines for some indicators are

expressed either as zero or NA (not available). Similarly, the targets for some indicators are expressed as to be determined (TBD).

5.2.1 Completing Missing Baselines and Targets

To measure the achievements of the ESSP outputs and outcomes, it is important to develop baseline data for indicators against which future results will be evaluated. Baselines data in this ESSP provides information on the situation before the start of the intervention of the ESSP. This will help to measure the progress during and after the interventions of the ESSP. Missing baseline data will be collected in the first of implementation of the ESSP all indicators for which baseline data are missing currently. It is important to note that a zero baseline does not mean that there were no similar outputs before. It just implies that the current interventions have not produced these outputs.

For some indicators the targets are yet to be determined and as such recorded as TBD. This addresses the challenges of trying to arrive at a target in the absence of a baseline. Once a baseline is determined it is easier to come up with realistic targets for these indicators and the figure values indicated. For other indicators, targets are expressed in terms of values based on expert judgment and are also subject to change when the baseline data becomes available. Targets can also be revised based on the findings of the midterm evaluation or as necessary since they may be overestimated or underestimated at the beginning.

5.2.2 Performance Monitoring

Monitoring will be carried out by different actors who will assess whether the implementation of the ESSP is progressing according to plan and leading to the desired outputs and outcomes. The objective of the performance monitoring is to learn from the how the implementation going and then using the to improve performance in the remaining period of the ESSP. The departments, units, and TWGs in addition to implementing the ESSP are the first entities, which will monitor the implementation of the ESSP. The TWG will conduct its monitoring regularly. The monitoring report of the TWGs at MoEHL will be used by the respective departments internally and serve as inputs for the monitoring report of the State Monitoring Committee.

The second type of monitoring is undertaken by the State Monitoring Committee (SMC). The SMC will use the reports produced by the MoEHL departments, and TWGs to develop its quarterly, semi-annual and annual monitoring reports. The monitoring of the SMC will focus on the progress in the implementation of activities; utilization of inputs including the budget; implementation of recommendations issued at each review, and the achievement of planned outputs and the outcomes. The monitoring report of the SMC will also include achievements on the key performance indicators. The SMC will submit its semi-annual and annual reports to the National Monitoring Committee. The annual report will also be disseminated to the State ESC and other education stakeholders at the state level.

The third type of monitoring will be conducted by an independent monitor engaged by MoECHE in collaboration with the MoEHL. The MoEHL will support the independent monitor in the state. Currently, the independent monitoring body collects data nationwide on the implementation and achievements of education programs. This type of independent monitoring monitor will be used for the monitoring of the implementation of the ESSP. The monitoring report of the independent monitor is used as an input for the Joint Review of the Education Sector (JRES). The representatives of the SMC in particular and the MoEHL in general will participate in the JRES which is attended by all education stakeholders.

5.2.3 Evaluations

The MoEHL will coordinate with MoECHE on the different types of evaluations and studies that will be carried out during the life of the ESSP. While some of the evaluations have specific time periods for their undertaking, others may be carried out as needed.

a) Midterm and Final Evaluations

The midterm evaluation will be carried out in 2024. MoEHL will coordinate with MoECHE the midterm evaluation of this ESSP to be part of the National ESSP midterm evaluation. MoEHL will make sure that the national midterm evaluation will take adequate samples from the state, which will enable it to make conclusions at state level. The midterm evaluation will assess the status and achievements of the ESSP against the key performance indicators. The state level findings will

be discussed in the SMC, and the MoEHL at large and appropriate decisions will be made on targets that are not achieved and challenges encountered. The main objective of the midterm evaluation is to correct the course of implementation of the ESSP and help to achieve the program objectives by the end of the plan period, 2026. Specific terms of reference will be designed to identify the scope of the evaluation process, focusing on measures of outcomes, effectiveness, efficiency, equity, intermediate impact, lessons learned and sustainability. As a midterm review, it provides an opportunity for the restructuring of the programs and revision of targets; and gives clear recommendations for corrective action and plan adjustment during the final two and a half years of implementation. If MoECHE decides not to have a nationwide midterm evaluation of ESSP, for any reason, MoEHL will undertake a state level midterm evaluation of the ESSP.

Similar to the midterm evaluation, the MoEHL will coordinate with MoECHE to carry out a final evaluation of the Jubbland State ESSP. The final evaluation will be undertaken by the end of ESSP period in 2026. The final evaluation of the state level ESSP will be part of the final evaluation of the National ESSP. The final evaluation of the national ESSP will collect adequate data from the state so that it can make conclusions not only at the national level but also at the state level. The final evaluation will assess whether the program objectives were achieved. It will also determine whether there were problems in the design, implementation and management of the ESSP. The purpose of the final evaluation is to learn from the design,

implementation, and management of the ESSP in order to inform development of future education strategies, and plans. Again, impact on learning outcomes, cost-effectiveness, relevance and sustainability of activities conducted will be major considerations of the final evaluation. The MoEHL may conduct a final evaluation of the state ESSP if there is no nationwide final evaluation of the ESSP or if the nationwide evaluation doesn't meet the needs of the MoEHL.

b) Thematic/Specific Studies

The regular monitoring and evaluation may not always provide adequate information on some aspects of the implementation process. To address this, specific research/studies may be carried out to delve deeper into some specific areas for a better understanding of some issues. The specific areas of study may be identified by the SMC, and the NMC or during the JRES. The MoEHL may commission state level specific research/study anytime as needed, before or after the midterm evaluation. MoEHL may also coordinate with MoECHE specific studies research if there is a common interest to undertake study/research. Results from these research/studies will provide decision makers with the information that they would need to get a better understanding of the issues and challenges in order to facilitate evidence-based decisions for the improvement of the implementation of ESSP. Such studies can also include analytical works undertaken to measure impact of programmes and service delivery improvements.

5.3 Key Performance Indicators

The measurement of the achievement of the education outcomes and sector performance requires the development of a number of Key Performance Indicators (KPI) used to periodically assess progress towards the achievement of ESSP targets (milestones) and the strategic objectives of each sub-sector and priority area. The ESSP KPIs are measurable values used by MoECHL and MoECHE to measure and track their progress on higher-level results. They are essential tools needed to understand and measure the success of the Sector against the KPIs.

The KPIs denote a set of measures directed on the aspects of organizational performance that are the most critical for the sector in the plan period. In this connection, due attention has been given such that the KPIs identified for this ESSP are simple, few in number, focus on key issues and areas of concern, and are top-level indicators. The table below shows the key performance indicators for ESSP (2022-2026)

Table 6: Key Performance Indicators

Priorities	Key Performance Indicator	Baseline, 2021	Target, 2026
Priority 1: ECE			
	Gross Enrolment Rate (GER) of children aged 3-5	NA	50%
	Gender Parity Index (GPI) in ECE	NA	0.6
	Percentage of ECE centres receiving the prescribed textbooks	0	70%
Priority 2: Primary Education			
	GER of primary education	18.2% (F)	40% (F)
	Gender Parity Index (GPI) in primary	NA	0.6
	Percentage of qualified primary school teachers	12% (F)	40% (20%F)
	Number of teachers trained in pre-service teachers training program	100	500 (50% F)
	Mean score of Grade 3 pupils in EGRA	NA	TBD
	Mean score of Grade 3 pupils in EGMA	NA	TBD
Priority 3: Secondary Education			
	GER of secondary education	4.0%	15% (50%F)
	Gender Parity Index in secondary education	NA	0.6
	Number of teachers trained in pre-service teachers training program	30 (F)	250 (50% F)
	Number of teachers trained in in-service teachers training program	NA	500 (50% F)
	Mean Score of Grade 12 students in Grade 12 National Examination	NA	TBD
Priority 4: Alternate Basic Education			
	Percentage of increase of ABE enrolment in five years	NA	25%
	Percentage of girls enrolled in ABE schools	NA	30% (F)

Priorities	Key Performance Indicator	Baseline, 2021	Target, 2026
	Number of ABE teachers received in-service training	0	500 (50% F)
	Mean score of Level 2 learners in EGRA	NA	TBD
	Mean Score of Level 2 learners in EGMA	NA	TBD
Priority 5: Education in Emergency			
	Number of Temporary Learning centres constructed/ rehabilitated	0	100
	Number of mobile schools established in rural areas	0	15
	Number of children affected by emergency continuing their education	NA	TBD
Priority 6: Adult Education			
	Number of schools providing adult education shift	NA	TBD
	Number of Adult learners enrolled in adult classes	NA	15,000 (50% F)
	Number of women enrolled in adult education	NA	7,000
	Number of Adult Education teachers trained	NA	250 (30% F)
Priority 7: TVET			
	Number of TVET students in public TVET centres increased	1,789	6,000
	Number of TVET centres constructed and equipped	0	15
	Number of existing TVET centres rehabilitated	21	21
	Number of TVET instructors receiving in-service training	NA	100 (30% F)
Priority 8: Governance and Management			
	Number of staff trained on administration and management	0	30
	Number of EMIS staff recruited	2	5
	Number of staff recruited for new DEOs offices	11	15
Priority 9: ICT Integration			
	Percentage of public primary, secondary schools, TVET centres with equipped with computer lab	NA	30%
	Percentage of public primary, secondary schools, and TVET centres with access to electricity and Internet	NA	30%
	Number of teachers trained on digital literacy integration	0	250 (40% F)
	Percentage of primary and secondary school students accessing distance learning	0	TBD

Chapter Six: Cost and Financing of the Plan in Jubbaland



6.1 Cost of Implementing the Plan

Implementation of activities in the 2022-2026 ESSP for Jubbaland is projected at a total of US\$45.6 million over the five-year period. This is made up of US\$24.6 million in recurrent costs, representing more than half of the total expenditure, and US\$20.9 million in development costs. The development costs is projected to be 46% of the total cost of the plan, going as high as nearly 60% in the second and third years to cater for the expansion of learning facilities proposed in the plan. The cost of implementing the plan in Jubbaland will grow and peak in the third year before commencing to descend as the implementation period closes.

Table 7: Cost of plan implementation by cost type

	2022	2023	2024	2025	2026	Total
Recurrent	3,112,090	4,112,050	6,048,800	5,649,600	5,715,750	24,638,290
Development	1,479,500	6,036,178	8,154,928	3,762,214	1,499,500	20,932,320
Grand total (Million USD)	4,591,590	10,148,228	14,203,728	9,411,814	7,215,250	45,570,610
Development as % total costs	32.2%	59.5%	57.4%	40.0%	20.8%	45.9%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoE

Table 8 presents a summary of the projected cost by sub sector, indicating that much of the costs will go to primary education, accounting for nearly half of the costs, with TVET and secondary coming a distant second and third respectively.

Table 8: Summary of projected cost of the plan, by sub sector and thematic area

Sub Sector	2022	2023	2024	2025	2026	Total
Early Childhood Education	273,480	656,380	518,880	526,380	363,880	2,339,000
Primary Education	2,551,110	4,568,570	5,518,570	5,163,570	4,807,370	22,609,190
Secondary Education	406,280	1,539,780	2,933,030	1,605,030	654,780	7,138,900
Accelerated Basic Education	67,280	112,580	112,580	112,580	112,580	517,600
Education in Emergencies	434,780	449,030	434,780	434,780	434,780	2,188,150
Adult Education	119,560	144,160	569,560	119,560	124,560	1,077,400
TVET	472,600	2,302,628	3,710,528	757,514	423,800	7,667,070
Governance and Management	197,900	223,600	217,300	540,900	286,000	1,465,700
ICT Integration	68,600	151,500	188,500	151,500	7,500	567,600
Grand Total	4,591,590	10,148,228	14,203,728	9,411,814	7,215,250	45,570,610
In percentage						
Early Childhood Education	6.0%	6.5%	3.7%	5.6%	5.0%	5.1%
Primary Education	55.6%	45.0%	38.9%	54.9%	66.6%	49.6%
Secondary Education	8.8%	15.2%	20.6%	17.1%	9.1%	15.7%
Accelerated Basic Education	1.5%	1.1%	0.8%	1.2%	1.6%	1.1%
Education in Emergencies	9.5%	4.4%	3.1%	4.6%	6.0%	4.8%
Adult Education	2.6%	1.4%	4.0%	1.3%	1.7%	2.4%
TVET	10.3%	22.7%	26.1%	8.0%	5.9%	16.8%
Governance and Management	4.3%	2.2%	1.5%	5.7%	4.0%	3.2%
ICT Integration	1.5%	1.5%	1.3%	1.6%	0.1%	1.2%

Source: Authors' computations based on ESA expenditure analysis and cost information from MoE

Table 9 presents a summary of the projected cost by program, indicating the distribution of the US\$45.6 million across the 19 programs identified in the plan. The summary also highlights areas that the plan will pursue to catalyze access and quality of education across the different sub sector, notably enhancement of capacity for delivery of education and strengthening governance and management at decentralized levels, where improvement of working environment has been accommodated in the plan.

Table 9: Summary of projected cost of the plan, by program

Program	2022	2023	2024	2025	2026	Total
Program 1.1: Increase access to and completion of ECE	2,780	302,780	62,780	62,780	2,780	433,900
Program 1.2: Improve quality and relevance of ECE	270,700	353,600	456,100	463,600	361,100	1,905,100
Program 2.1: Increase access to equitable primary education	1,575,780	2,933,780	3,401,780	3,029,780	3,167,780	14,108,900
Program 2.2: Improve the quality and relevance of primary education	439,490	918,450	1,250,450	1,217,450	973,250	4,799,090
Program 2.3: Promote inclusive education	535,840	716,340	866,340	916,340	666,340	3,701,200
Program 3.1: Increase access to equitable secondary education	2,780	832,780	1,024,780	1,022,780	302,780	3,185,900
Program 3.2: Improve quality and relevance of secondary education	403,500	707,000	1,908,250	582,250	352,000	3,953,000
Program 4.1: Enhance access to ABE	2,780	2,780	2,780	2,780	2,780	13,900
Program 4.2: Strengthen the quality of ABE teaching and learning	64,500	109,800	109,800	109,800	109,800	503,700
Program 5.1: Sustain educational services during emergencies	434,780	449,030	434,780	434,780	434,780	2,188,150
Program 6.1: Increase access to Adult Education	5,560	5,560	5,560	5,560	5,560	27,800
Program 6.2: Improve the quality of Adult Education	114,000	138,600	564,000	114,000	119,000	1,049,600
Program 7.1: Increase equitable access to TVET	16,180	1,216,180	2,036,180	16,180	16,180	3,300,900
Program 7.2: Enhance relevance and quality of TVET	395,500	1,068,928	1,276,828	349,214	15,500	3,105,970
Program 7.3: Improve governance and management of TVET	60,920	17,520	397,520	392,120	392,120	1,260,200
Program 8.1: Enhance capacity for management of education	103,300	129,000	121,400	126,300	121,400	601,400
Program 8.2: Strengthen decentralization and enhance service delivery	94,600	94,600	95,900	414,600	164,600	864,300
Program 9.1: Strengthening policy for ICT integration in education	0	0	22,000	0	0	22,000
Program 9.2: Integrate ICT in teaching, learning, and assessment	68,600	151,500	166,500	151,500	7,500	545,600
Grand Total	4,591,590	10,148,228	14,203,728	9,411,814	7,215,250	45,570,610

Source: Authors' computations based on ESA expenditure analysis and cost information from MoE

6.2 Financing implementation of the plan

Implementation of the plan will continue to be financed in the regular fashion, where the FGS will support education in respective Federal Member States. For instance, the FGS will maintain the payment of teachers in Jubbaland, facilitate the purchase of learning materials, support quality assurance activities, support operations etc. In addition, to federal resources, FMSs have committed 5% of their own resources to be directed to education annually, which has been factored in the US\$131 million likely to be available to the sector.

Chapter Seven:

Major assumptions, risks and mitigation measures



This chapter focuses on the main assumptions on which the ESSP is based and on risks that may undermine implementation of this ESSP in the five-year period. Dealing with risks is essential for the successful implementation of the ESSP.

7.1 Assumptions for the success of ESSP

It is important to make assumptions when a program or a plan is developed. Assumptions are critical factors that are necessary for the implementation of the ESSP and assumed to exist throughout the duration of the implementation of the ESSP. Should the assumptions fail there is a high likelihood that implementations of the ESSP may be hampered or stalled altogether. Thus, they are necessary conditions on which successful implementation will depend on. The assumptions are identified based on experiences, knowledge of what needs to be place for successful implementation of programs and stakeholders consultations. The assumptions identified below are opportunities for successful implementation of the ESSP. The following are major assumptions and opportunities for the implementation of this ESSP.

Government commitment to education

The Ministry of Education and Higher Learning (MoEHL) in Jubbaland State attaches a lot of importance to the realization of this ESSP to give a lifelong learning opportunity to the Somali children in the State including those currently out of school. The

Jubbaland State is willing to invest in the different programs of the ESSP.

Throughout the last decade, the government of Somalia has made great strides in the educational development of the country. Following the COVID-19 Pandemic, there is a considerable urge to invest in digital technology at all levels of the education system. The Jubbaland State is therefore committed to the general aim of education in its search for the economic, social, and spiritual role of education which it views from the standpoint of economic development, and human rights of learners as stipulated in the Constitution. It is assumed that the government is committed to allocate more funds for the education sector in the years to come. This assumption is critical to the successful implementation as this commitment is linked to Government funding to the activities of the ESSP.

Security improvement in Middle Juba

Security and peace are fundamental requirement of equitable and efficiency delivery of education services. In spite of the security challenges that Jubbaland is facing, civil war and other natural disaster such as droughts and floods with Middle Juba not being accessible for government to provide education services there is need to assume that these conditions are going to change as the implementation of the ESSP commences. Lack of security often results in people relocating making it difficult for children to access schooling throughout the year. Thus this ESSP anticipates that the

security situation will improve soon so that learners in this region will be provided with education services. This will enable MoEHL to successfully implement the ESSP in all the regions in the state including Middle Juba.

Common vision to the education sector

The Jubbaland State aims, through the ESSP, to provide inclusive, quality, and equitable education to all children in Jubbaland including those children of returnee families from Kenya and Ethiopia. Because the Jubbaland State ESSP is part of the National ESSP means that there is a common vision on the purpose of education at the national and state level. The wide participation of the education stakeholders during the development of the ESSP suggests that there is ownership of the vision and mission of the Ministry as discussed in Chapter 2 of this ESSP. Somalia is has also committed itself to the SGDs indicting that Government of Somalia and the federal member states, including Jubbaland, are also committed to the SDG targets and will advance education and training with a common vision and aim at all levels. The Somali parents currently significantly contribute to education provision in the country through the support of the Community Education Committees (CECs) for the Community and Government schools. To ensure coherent implementation of the ESSP, MoECHE will closely work with Jubbaland State to provide technical guidance on the preparation of annual plans and monitoring of the ESSP so that its implementation is successfully ensured.

Development partners' support

The Government of Somalia allocated only 5.2% of its annual budget to education in 2020. A sizable amount of education financing support comes from donors which GPE, EU, USAID, NORAD, DFCO, and UNICEF. (See Education Financing, Chapter 6). Funds are channeled through different mechanisms. Some, like the Global Partnership for Education (GPE), use a Grant Agent in which the government and the INGO develop a plan to ensure implementation of the ESSP using the grant provided by a given donor. Some of the funds are channeled through the National Treasury, Single Treasury Account (STA), whereby the MoECHE has the mandate to expend it on programs as stated in the program document, including transfers to FMS.

In general, the contribution of the development partners to support the education sector in the last five years was significant and critical to implementation of education programs. It is therefore assumed that this support from development partners will, hopefully, continue thorough out the plan period.

Expansion of private and community schools

The expansion of private and community run schools has been increasing with more students being enrolled in the private education system. This contribution means a sharing of the burden between the private sector and government in providing access to education to the children of Somalia. Community schools also provide access to education and are generally supported by diaspora groups while the

government supports the schools with deployment of teachers. The schools are directly managed by parents who pay teachers' salaries. It is assumed that the expansion of private and community schools will continue during the period of the ESSP and will result in increased access to education in Jubbaland.

7.2 Risks

There are many risks to the implementation of education in Somalia which will affect the implementation of the ESSP. While these risks are many this section will focus on the major to the implementation of this ESSP which are: emergencies and natural disasters; lack of security; slow economic growth and funding gap, and the COVID-19 pandemic.

Emergency and natural disasters

Over the past years, Somalia has experienced several periods of drought leading to famine, and there currently and ongoing drought which has decimated the livestock of pastoral communities making their livelihood stressed and food insecure. Droughts affect the livelihoods and often forces people to move to places where they can find water and pasture especially in the case of pastoral communities. This disrupts the education of the children and therefore leads to dropout out from schools. Floods have also affected the lives of people who live in the riverine areas including education. Floods disrupt the provision of education services and often destroy education infrastructure leading to suspension of schooling. Floods like droughts can also lead to relocation of people

resulting in disruption of schooling for the children. Some of these affected people leave their livelihood and flock to the cities and become internally displaced persons (IDP) where they depend on support from charity organizations, government, and international NGOs and access to schools may be limited. Emergencies caused by natural catastrophes result in the funding programmed for education being diverted to fund emergency interventions and food supplies to the affected communities.

Lack of security

The security situation in Somalia's has been volatile the last two and half decades and this has adversely affected education provision in the country. The Jubbaland State just like the other States of Somalia is also recovering from decades of long civil war and conflict. This has caused mass displacement and affected the livelihoods of the people. Jubbaland may continue to suffer from insecurity with large parts (especially rural and remote areas) being inaccessible. This has the potential impact for the ESSP targets not to be achieved as planned.

Slow economic growth and funding gap

Somalia spends a substantial amount of its income on stabilization of the country. The country has recorded a small but significant increase in its national income, but this was seriously disrupted by the COVID-19 and the current ongoing drought. In 2019, Somalia recorded **2.9%** economic growth. However, the achievement in this fiscal year is 1.5 % (African Development Bank,2020) due to the COVID-19 pandemic. This has been further disrupted by the ongoing

drought and ensuing political instability arising from the delays in holding indirect elections which means that donors have currently suspended grant flows until after the elections are over. Whatever the case, if the condition does not improve, the economic growth rate may be lower than this and education financing may be tremendously affected. Low economic growth will lead to low government revenue, which may result in low allocation of funds to the states that may be followed by low allocation of funds to education at the state level.

COVID- 19 pandemic

The current global COVID-19 pandemic has affected the education sector in many ways starting with school's closures in March 2020 soon after the pandemic was reported in the country. If the pandemic continues or intensifies face to face teaching and learning will be impacted throughout the course of the ESSP and other delivery of other education services may be disrupted thus posing a high risk to the implementation of the ESSP.

7.3 Mitigation Measures

In order to reduce the likelihood of the risks and deal with its negative impacts the Ministry will put together some mitigation measures for each of the identified risks. The Ministry will identify the personnel or department that takes responsibility for monitoring and mitigating the risks when they do happen. This will entail a review the status and the magnitude of risks and the mitigation measures taken regularly to monitor progress, review target dates, allocate responsibilities, and establish indicators that provide alerts as to whether implementation is

on track or not. These reviews will also identify new and/or emerging risks not currently mapped.

Emergency and natural disasters

Regarding the natural disaster, the MoECHL will closely work with the Ministry of Natural Disaster Risk Management and collectively develop emergency preparedness plans for the identified disaster-prone areas. The MoECHL will build the capacity of communities, teachers, and head teachers to address education service delivery during an emergency as outlined in Chapter 4 of the ESSP. Natural disasters will require provision of emergency learning centre, shelter, and health. Therefore, MoECHL working together with the Ministry of Disaster and Risk management will solicit for more funds to mitigate the impact of natural disasters.

Lack of security

The MoECHL will mobilize communities to improve the security so that schools and children will not be affected during political conflicts and disturbances. This will be achieved through the dissemination and implementation of the School Safety Declaration in order to ensure that schools are kept free of any conflict or insecurity so that children will keep on going to schools and that education infrastructure is not used by warring parties during conflicts. With the recent developments in the creations of the FGS and FMSs it is also anticipated that political conflicts will be reduced.

Slow economic growth and funding gap

In order to address the funding gap arising from the risk of government's inability to fully fund the ESSP the MoEHL will develop and implement a strategy to mobilize domestic resources and engage communities and the private sector. It will also work in close partnership with bilateral and multilateral partners and other stakeholders to narrow the funding gap of the ESSP. The MoEHL will also utilize available and allocated funds effectively and efficiently in order to optimize the resources being allocated to education.

COVID- 19 pandemic

With regard to the risk of COVID- 19 pandemic, efforts will be made to ensure that the teaching-learning process will go on smoothly in a safe and healthy environment and avoid school closures as far as possible. The COVID-19 Response Plan that was developed in 2020 will be reviewed and updated based on lessons learnt from its implementation during the recent outbreak and addition of new ideas and coping mechanisms. School be expected to rigorously follow the COVID-19 guidance that will be issued by the Ministry of Health. This will include ensuring adequate WASH facilities in all schools, adopting student classroom ratio that will meet social distancing requirements and may require introducing a shift system as required. The MoEHL will also work closely with the Ministry of Finance to expedite the processing of funds needed to implement the COVID-19 Pandemic response plan.

Besides minimizing the risk of COVID-19 infection in schools, the MoEHL will facilitate and enhance the expansion of use of digital learning, increasing innovation and learning platforms as well as the use of flexible learning at any time and place. The MoEHL will invest more in technology to deliver blended learning. To address the challenge of lack of internet connectivity in rural, pastoral and hard to reach areas the Jubbaland state will invest more in platforms that use solar energy e.g., radios to reach many households. The integration of ICT as elaborated in Chapter4 will go a long way in addressing this if fully implemented.



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