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**EDUCATION CANNOT WAIT FACILITATED**

**MULTI-YEAR PROGRAM  
FEDERAL GOVERNMENT OF SOMALIA  
AND MEMBER STATES**

**2019-2022**

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## PROGRAM INFORMATION SUMMARY

**Program Title:** Education Cannot Wait (ECW) Multi-Year Program, Federal Government of Somalia and Member States

**Start Date** (*indicative*): March 2019

**End Date** (*indicative*): March 2022

### Background

Somalia displays the highest score on risk level in the world<sup>1</sup> due to long-standing political instability, armed conflict, environmental stress and weak governance structures. A significant number of Somali girls and women, boys and men are unable to access basic services including education. An estimated 3 million school aged children are out of school with the majority of these being in the South and Central Somalia. Since 2012, state institutions have been re-established to fill in the gap that existed for two decades. Recently, successful elections were conducted in the Federal Government of Somalia (FGS) contributing to improved levels of stability to ensure the delivery of basic services. The education sector under the FGS has evolved in recent years resulting in the signing of a cooperation framework and a Memorandum of Understanding (MoU) between the Federal Ministry of Education, Culture and Higher Education (MOECHE) and the four newly formed regional ministries of education from the member states of Jubaland, Southwest, Galmudug and Hirshabelle in September 2016. In April 2018, the Banadir Administration was also included in the MoU. The document provides a collaboration platform between the federal government and member states on education.

Access to education in Somalia remains limited with only an estimated 30% of children<sup>2</sup> accessing learning spaces. Close to 72% of children belonging to Internally Displaced Persons (IDPs) aged 5-17 years old in Federal Somalia are not attending school compared to 62% across the whole of Somalia.<sup>3</sup> Of the 972,000 out of school IDP children, at least 54% (524,880) are girls. Only 17% of children living in rural areas or in IDP settlements are enrolled in primary schools. An estimated 2.4 million school-aged children are food insecure which has a negative effect on education outcomes. In terms of regions, Banadir and Jubaland regions have relatively higher Gross Enrolment Rates (GER) than the average of South Central (12% Jubaland and 38% Banadir), while Galmudug and Southwest Administration have the lowest GERs at 21.9% and 11% respectively.<sup>4</sup>

In addition to the prolonged conflict, drought and floods continue to adversely affect the lives of many communities, causing many to flee their homes and become IDPs unable to support themselves and their children.

### Key drivers of the protracted crisis, impacting on education in Central and Southern Somalia

**Climatic Shocks:** Poor weather conditions and lack of rain in particular, have contributed to the significant increase in number of food insecure children from less than one million in 2016 to more than three million in 2017 (girls: 1,590,000 and boys 1,410,000).<sup>5</sup> Frequent shifts from droughts to floods are recurrent in the southern parts of Somalia, river floods which occur along the Juba and Shabelle rivers during heavy rains often leads to displacement of

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<sup>1</sup>According to INFORM Index Report 2018, the risk index for Somalia was 9.1 (out of 10). Accessed at <http://www.inform-index.org/Countries/Country-profiles>

<sup>2</sup> Educational Characteristics of the Somali People Volume 3 UNFPA, 2016.

<sup>3</sup> Joint Multi-Cluster Needs Assessment - JMCNA - Regional Profiles (REACH) August 2018. Accessed at [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/reach\\_som\\_final\\_report\\_joint\\_multi\\_cluster\\_needs\\_assessment\\_2018\\_1.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/reach_som_final_report_joint_multi_cluster_needs_assessment_2018_1.pdf).

<sup>4</sup> FGS ESSP 2018-2020. [https://www.globalpartnership.org/sites/default/files/federal\\_government\\_of\\_somalia\\_essp.pdf](https://www.globalpartnership.org/sites/default/files/federal_government_of_somalia_essp.pdf)

<sup>5</sup> Somalia Education Cluster Annual Report (2017)

populations and disruption of education. In the city of Beletweyn and surrounding communities thousands of families lost their homes due to floods, depriving them from public services, including education, for several months in 2018.

**Governance:** State weakness has generally been linked to low capacity and lack of human, technical and financial resources. However, analysis and evidence<sup>6</sup> have indicated that the prolonged crisis and state fragility are also driven by a range of other structural factors, including systematic corruption which affects the ability to effectively govern and establish rule of law. State weakness also remains a bottleneck for the current government to resolve issues related to federalism, including political agreement on the division of powers between the FGS and Federal Member States. In this context, the Federal MOECHE and Member State Education Ministries need to develop policies to promote and support participatory governance, leveraging the existing community-led processes to improve system efficiency.

**Conflict.** Chronic levels of insecurity and violence have taken a toll on civilians for decades, affecting livelihoods and hampering economic progress and development. UNICEF (2014) identified the following structural drivers of conflict and their links to education: ethnic mobilization between clans, political exclusion and marginalization related to rights, discrimination between population groups, scarce resources, and disputes over land and water and political posts and foreign aid.<sup>7</sup> The latter have affected access to education for minority groups, nomadic communities, returnees and IDPs, and have resulted in the absence of education provision by the state, elite capture of education resources, and underfunding of education services due to the inability to generate sufficient tax revenues.<sup>8</sup>

## Programme Outcomes

The ECW facilitated Multi-Year Education Programme (MYRP) outcomes have been carefully designed through a participatory process to respond to system strengthening and to the needs of boys and girls in Somalia. The programme aligns to the Somalia Education Sector Strategic Plan (ESSP) 2018-2020, and the Somalia National Development Plan (NDP) 2017-2019.

Program Outcomes	
<b>Outcome 1:</b>	Equitable access to education for emergency-affected children and youth is increased
<b>Outcome 2:</b>	Learning outcomes are improved for emergency-affected children and youth
<b>Outcome 3:</b>	Gender equity and equality are increased
<b>Outcome 4:</b>	Protective learning environments are established for emergency-affected children and youth
<b>Outcome 5:</b>	Communities are more resilient to shocks and prioritise education for children
<b>Outcome 6:</b>	The capacity of Federal MoECHE to manage education in emergencies is strengthened

## Programme Budget

<b>Total resources required for EiE (3 years)</b>	\$67,563,544
<b>Total resources required for EiE (average per year)</b>	\$22,521,181
<b>ECW</b>	\$8,732,077
<b>Other donors (TBC):</b>	\$58,831,467
<b>Government:</b>	
<b>Unfunded:</b>	\$58,831,467

<sup>6</sup> FGS ESSP 2018-2020

<sup>7</sup> Menkhaus, Ken: "Somalia Conflict and Situation Analysis", UNSOM, (February 2017), p. 19.

<sup>8</sup> Barakat, Connolly, Hardman, Lewis, Lineker, Menkhaus, Rzeszut and Shanks (2014) Beyond Fragility: A Conflict and Education Analysis of the Somali Context. York: The University of York.

Agreed by (signatures):

<b>Government</b>	<b>ECW</b>	<b>Grant Management Agency, ADRA</b>
Signature:   Name:   Position:	Signature:   Name:   Position:	Signature:   Name:   Position:
Date: 11 July 2019	Date: 11 July 2019	Date: 11 July 2019



## ACRONYMS

ABE	Accelerated Basic Education
CECs	Community Education Committees
CG	Cash grants
CGS	Cash grants for schools
CRC	Convention of the Right of the Child
CSG	Child Safeguarding
CLWD	Children Living with disabilities
DINA	Drought Impact and Needs Assessment
DRR	Disaster Risk Reduction
ECW	Education Cannot Wait
EiE	Education in Emergencies
EMIS	Education Management Information System
EOI	Expressions of interest
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
FAO	Food and Agriculture Organization
FGS	Federal Government of Somalia
FPE	Free Primary Education
GER	Gross Enrolment Rate
GESI	Gender equality and Social inclusion
HACT	Harmonized Approach to Cash Transfers
IDP	Internally Displaced Persons
IP	Implementing partner
IQS	Integrated Quranic Schools
JRA	Joint Resilience Action
MoECHE	Ministry of Education, Culture and Higher Education
MoEs	Ministry of Education at state level
MoU	Memorandum of Understanding
NAR	Net Attendance Ratio
PoC	Persons of concern
PSC	Program Steering Committee
PTbR	Pupil-Textbook Ratio
RFPs	Requests for proposals
SAG+	Strategic Advisor Group
SDGs	Sustainable Development Goals
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WFP	World Food Programme
WGTT	Working Group Technical Team

## ANALYSIS OF ISSUES/CHALLENGES

### Introduction

Somalia has one of the world's lowest ratios of primary-age children attending primary school. Nationally, the primary Net Attendance Ratio (NAR) is estimated at 30.1% for boys and 21% for girls.<sup>9</sup> Girls and boys from households with the lowest wealth quintiles (including 'urban poor'), in rural settings (particularly pastoralist children) and those from internally displaced persons' (IDP) households are the most socially excluded groups. This is demonstrated by the primary school NAR of 39% in urban areas compared to a NAR of 11% in rural areas, with only 4% for the poorest wealth quintile compared to 50% for the richest wealth quintile. The children with the lowest access to education are pastoralist and IDP children.<sup>10</sup> 72% of IDP children age 5-17 years in Federal Somalia are not attending school compared to 62% across the whole of Somalia.<sup>11</sup> Of the 972,000 out of school IDP children, at least 54% (524,880) are girls.

Education in the Member States<sup>12</sup> of the Federal Government of Somalia (FGS) and Banadir region is negatively affected by drought, floods and conflict, contributing to food insecurity and depriving children and youth of access to quality education. Key drivers of conflict in South Central Somalia include competition for natural resources such as pasture, land and water and growing pressures due to urban migration of pastoralist households and IDPs. Unemployed youth are at increased risk of being recruited into militias; extreme poverty and the erosion of traditional resilience and conflict management mechanisms are further drivers of conflict, together with political pushes by regional states to become independent, criminality, weak governance and food insecurity.

Quality education services that meet the rights of children enshrined in the United Nations Convention on the Rights of the Child (CRC) (ratified by Somalia in 2015) are fundamental to supporting a future generation equipped with the skills and knowledge to positively contribute to the social, political and economic development of their communities and society.

In line with the commitments made by the Federal MoECHE and state level MoEs as duty bearers, committed partners and leaders in the education sector (both national and international) are fully devoted to holding themselves accountable to support children to realize their future aspirations.

### Analysis of Issues/Challenges

The persistence of instability, the absence of strong institutions, coupled with climate shocks and famine has contributed to poor education outcomes across the board. In South Central Somalia, only 7.4% of children are enrolled in schools that are classified as public, whilst 92.6% of students are enrolled in private and community schools, except for Banadir state (in the latter, 53% of all learning facilities are community owned)<sup>13</sup>. Privately managed schools have largely organized themselves under umbrella networks. The government's role in the provision of education services is limited as it faces multiple economic and security challenges.

The Pupil-Textbook Ratio (PTbR) measures the number of textbooks available in relation to the size of the student population. The higher the PTbR, the lower the relative access of

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<sup>9</sup>UNICEF, The State of the World Children 2015 (SOWC).

<sup>10</sup> UNICEF State of the World's Children 2016, data tables available at: <http://data.unicef.org/resources/the-state-of-the-world-s-children-2016-statistical-tables.html>

<sup>11</sup> Joint Multi-Cluster Needs Assessment - JMCNA - Regional Profiles (REACH) August 2018

<sup>12</sup> Jubaland, Hirshabelle, SouthWest and Galmudug

<sup>13</sup> FGS ESA 2017



students to textbooks. Thus, a low PTbR signifies good access to books that should facilitate reading and learning activity and can contribute to better performance from students. Indicators on the quality of education are low: the PTbR is way below the national average of 1:1 as expressed in the table below from the MoECHE 2016/17 Statistical Yearbook:

Table 1: Pupil-Textbook Ratio (PTbR) for FGS Schools

Region	Enrol	Math	M PTbR	Sstudies	Sc PTbR	Somali	S PTbR
Bakool	5894	23	256	37	159	28	211
Banadir	116178	5876	20	4497	26	5156	23
Bay	14458	63	229	89	162	81	178
Galgaduud	11430	543	21	525	22	559	20
Gedo	29222	2221	13	2010	15	2055	14
Hiiraan	20280	523	39	217	93	471	43
Lower Jubba	11898	379	31	285	42	319	37
Lower Shabelle	8879	55	161	51	174	54	164
Middle Shabelle	5310	121	44	121	44	123	43
Mudug	6284	228	28	214	29	226	28
<b>Grand Total</b>	<b>229833</b>	<b>10032</b>	<b>23</b>	<b>8046</b>	<b>29</b>	<b>9072</b>	<b>25.334</b>

Source: FGS, MOECHE, Education Statistics Yearbook 2016/17

This table indicates that there is a widespread critical shortage of learning materials such as textbooks for children (and perhaps supplemental learning materials and important teachers guides to support learning) in schools

The REACH assessment cited the following barriers to education were cited in this order as 1) violence at school 2) no school to attend and 3) school fees; boys and girls gave the same responses. Attendance rates are at 29% of boys and 26% of girls attending classes. REACH also report that domestic work, early marriage, timing of classes and economic constraints force many girls to leave school early, leading to higher dropout rates. Menstruation can also inhibit girls' attendance if schools lack proper sanitation facilities.

Many children have experienced consecutive displacements, severe illness as a result of inadequate living conditions, and traumatic episodes such as the loss of family members. Such experiences have a direct impact on classroom participation, attention levels, and learning. The need for psychosocial support and trauma counselling cannot be underestimated. A recent study indicated that 15% of the caregivers living in areas affected by drought and conflict noticed that their daughters demonstrate signs of depression on a regular basis<sup>14</sup>. Total number of primary school teachers in Somalia presently stands at 6,363 (male teachers are 5,713 representing 89.8% while female teachers are 650 representing 10.2%). Teachers also face high levels of stress and have experienced traumatic situations. Repeated exposure of teachers to stress and trauma could be one of the factors contributing to widespread use of corporal punishment and verbal violence in class.

While the Federal State of Somalia endorsed the Safe Schools Declaration in 2015, due to lack of capacity for implementing the related commitments in communities there has been an intensification on attacks on education. According to \*Education Under Attack 2017\* for

<sup>14</sup> Care, 2017

Somalia, Non-state armed groups, such as Al-Shabaab, intensified their targeting of education over the course of the reporting period (2013-2017). Combined, non-state armed groups and local clan conflicts led to close to 700 attacks on education, most in central and south Somalia. These included attacks on schools, targeted killings, abductions, abuse of students and educators, and military use of schools. Non-State Armed groups such as Al-Shabab have specifically used education as a tool for recruitment of children into armed groups, threatening, kidnapping and arresting teachers who refuse to encourage students to join, and abducted children from schools. Human Rights Watch reported that in September 2017 the group forcibly abducted at least 50 boys and girls from two schools in Burhakaba in Bay. In extreme cases, adolescent boys have been reported to drop out of schools and be recruited into armed groups (REACH Protection 2018). In 2017, forced use of curriculum by non-state armed groups increased, resulting in forced closure of schools in several areas, disrupting children's access to and continuation of education. The Somalia Education Baseline Survey identified 664 incidents of threats or attacks on education in central and southern Somalia<sup>15</sup>. In addition, the use of different education curricula still persists especially in areas under the control of non-state armed groups. Lack of quality assurance and standardization as well as the limited outreach of the MoE continues to pose a significant challenge for systems strengthening. Limited continuity remains to be a key challenge with most parts of FGS and FMS due to insufficient

The cluster assessments in 2016 identified high needs and gaps for EiE, as existing capacities and resources are unable to meet the current requirements. Minimal funding is allocated for both protection and education interventions.

### **Access**

Somalia has one of the world's lowest enrolment rates for primary school-aged children – only 30 per cent of children are in school and only 40 per cent of these are girls. Further, only 18 per cent of children in rural households are in school. Girls' participation in education is consistently lower than that for boys. Fewer than 50 per cent of girls attend primary school, and the last countrywide survey from 2006 showed that only 25 per cent of women aged 15 to 24 were literate.

The ESA 2012-2016 reports that secondary education enrolment rates remain very low. This is particularly the case for learners in rural areas, IDPs, pastoralists and female learners. For example, it is reported that only 832 students were enrolled in secondary education in rural areas across Central and Southern Somalia. EMIS data further suggests that some 92% of adolescents within the official age range for secondary school are not enrolled in secondary education. Thus, the rationale for this priority objective is to address key policy and supply-side barriers for increasing secondary school enrolments. Strategies employed will focus on increasing domestic financing to support recurrent costs of secondary education and the expansion of free secondary education services, ensuring teachers are paid on a regular basis, expanding and rehabilitating school infrastructure (particularly for learners in rural areas or those areas that have in recent years have come under government control), and overcoming financial barriers for the most marginalized children from poor households.

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<sup>15</sup> Somalia Education Baseline Survey (2016)

Table 2: Primary Enrolment, Somalia and Central South by region/state

State	Region	Weighted Enrolment			
		M	F	Total	
				No	% of Total
Jubaland	Lower Juba	13,152	8,925	22,077	20.2%
	Middle Juba	10,356	8,071	18,427	24.2%
	Gedo	33,982	23,651	56,937	39.4%
	<b>Total</b>	57,490	40,647	98,137	29.7%
Southwest	Bakool	11,034	9,630	20,700	18.9%
	Bay	16,792	9,700	26,182	11.8%
	Lower Shabelle	20,827	14,361	35,135	9.7%
	<b>Total</b>	48,653	33,691	82,017	11.8%
Hirshabelle	Middle Shabelle	8,778	6,769	15,526	10.8%
	Hiiraan	24,679	15,345	39,673	27.2%
	<b>Total</b>	33,557	22,838	56,122	19.4%
Galmudug	Mudug	29,402	26,265	55,663	29.0%
	Galgaduud	13,639	11,233	24,817	15.5%
	<b>Total</b>	43,041	37,498	80,480	22.9%
Banadir	<b>Total</b>	81,828	60,911	142,339	30.7%
<b>Central South 2015/16 Total</b>		264,771	191,013	453,545	22.1%
Puntland 2014/15 Total		84,949	66,329	151,278	61.0%
Somaliland 2014/15 Total		213,960	169,043	382,285	48.8%
<b>Somalia Total</b>		563,680	426,385	987,108	32.0%

MOECHE Education Statistics Yearbook 2015/2016

*Inadequate school infrastructure* is one of the key gaps identified from the secondary review and primary data collection. Just over half of all schools (51.8%) across Central South Somalia are classified as 'permanent' structures'. The state with the highest proportion of 'permanent' structures is Galmudug (64.7%) followed by Hirshabelle State (56%) and then Jubaland State (50.9%), while Southwest State has the smallest proportion of 'permanent' school structures (42%). Up to 55.9% of all types of school infrastructure, are regarded as being in 'poor' condition, 40.7% in 'fair' condition, and only 3.4% in 'good' condition. Around 30% 'temporary' learning facilities in most states are commonly utilized for emergencies such as service IDP communities, or as an interim measure to provide access to education for communities with scarce resources, except for Galmudug State where only 19.3% of learning facilities are classified as 'temporary'.

The *schools by shift phenomenon* is a pointer towards inadequate classrooms. 61.8% of schools in South Central are single shift schools. Most non-government managed schools use double-shift teaching to maximize the use of permanent buildings.

*Water and sanitation* is a key challenge in ensuring positive education outcomes. In central and southern regions, an estimated 90%<sup>16</sup> of schools do not have access to safe drinking water. The lack of appropriate access to WASH facilities increases the risk of waterborne diseases such as AWD/cholera. During the first half of 2017, a significant number of schools

<sup>16</sup> Somalia Humanitarian Needs Overview, 2018

closed due to AWD/cholera outbreaks<sup>17</sup>. Only 61.3% of schools have access to some type of water supply, however, the overall proportion of schools with access to a safe water supply is only 10.2%. Southwest State has the highest proportion of schools with access to safe water at 15.9% of schools, while the lowest is Jubaland State at only 5.6% of schools with access to safe water. Regions with the highest proportion of schools with access to safe water are Bakool Region (27.6%) and Mudug Region (18.3%), while those with the lowest proportion of schools with safe water are found in Lower Juba Region (7.4%), Gedo Region (6.3%) and Lower Shabelle Region (7.1%). Most schools (52%) have access to 'alternative water sources', which include water from rivers or streams, 'unhygienic' wells and dams, gathered rain water, or other water sources that are not reliable. The overall proportion of schools with latrines in South Central is 37%, with Galmudug State having the highest proportion of schools with latrines (almost 52%) while Southwest State has the lowest proportion (25.7%). 8% of schools in Bakool Region have latrines and in Middle Shabelle Region only 25.4% of schools have latrines.

The combination of poor school infrastructure, lack of safe drinking water and low number of latrines is a key barrier to girls' education, hindering girls access to and retention in education. *Gender parity* at primary school level is a significant challenge the MoECHE and partners are faced with. According to the ESSP, male enrolment is higher than female enrolment, where girls make up only 44.2%, in the government managed schools and 44.1% in the non-government managed primary. The percentage of girls enrolled in Lower Primary is 44.8% and in the Upper Primary is 42.9%. The percentage of girls enrolled in the urban primary schools is 43.9% and in the rural areas it is 45.3%.

More than half of all children and adolescents in Somalia have never attended formal education or are currently out-of-school for distinct reasons. OOSC fall in the following categories: nomadic pastoralists, agro-pastoralists, street children, working children, returnees, IDPs, orphans and the poor. There is overlap among the latter categories. **Accelerated Basic Education (ABE)** is a complementary initiative to formal primary education services for marginalized out-of-school children and those with diverse needs i.e. IDPs, returnees, vulnerable host and minorities. Most ABE services in Somalia are provided by non-government organizations and are designed to provide education for children of the same age-group as regular primary school-going children as well as those who are overaged that require catch-up course to access formal education services.

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<sup>17</sup> ESA, 2017

Table 3: Population in need of ABE by FGS and region

Region		14-17 years old			
		Male	Female	Total	% Female
Jubaland	Lower Juba	23,283	18,543	41,826	44%
	Middle Juba	13,849	12,822	26,671	48%
	Gedo	18,751	19,388	38,139	51%
<b>TOTAL</b>		<b>55,883</b>	<b>50,753</b>	<b>106,636</b>	<b>48%</b>
Southwest	Bakool	20,825	13,568	34,393	39%
	Bay	38,913	30,210	69,123	44%
	Lower Shabelle	76,162	64,234	140,395	46%
<b>TOTAL</b>		<b>135,900</b>	<b>108,012</b>	<b>243,911</b>	<b>44%</b>
Hirshabelle	Middle	26,212	21,415	47,627	45%
	Hiraan	19,326	13,656	32,982	41%
<b>TOTAL</b>		<b>45,538</b>	<b>35,071</b>	<b>80,609</b>	<b>44%</b>
Galmudug	Mudug	37,598	33,297	70,894	47%
	Galgaduud	26,329	24,176	50,505	48%
<b>TOTAL</b>		<b>63,927</b>	<b>57,473</b>	<b>121,399</b>	<b>47%</b>
Banadir		82,813	85,011	167,825	51%
<b>Central South Somalia</b>		<b>384,061</b>	<b>336,320</b>	<b>720,380</b>	<b>47%</b>

Source : UNFPA, Somalia Population Estimation Survey 2014 (2014)

Considering the enrolment rate of boys has always been higher than that of girls, ABE approaches will be designed to target the former. To this end, the MYRP proposes to provide support to ABE through: school feeding programs, teacher capacity development, infrastructure construction/rehabilitation, provision of WASH services and capacity strengthening on MoECHE and State MoEs to manage ABE interventions.

### Quality and continuity

Despite commitments and progress in improving access to education, levels of learning in Somalia are still too low. There is an acute shortage of teachers across Somalia, and where they exist, most are untrained and unmotivated. Teacher shortage is worst in rural and peri-urban areas, but this is still acute in urban areas. Moreover, gender disparities are high, with women constituting only 14% of the teaching staff overall. The shortage of adequate teaching and learning materials, a high teacher to pupil ratio, lack of salary payment/inadequate salary and high attrition rate of teachers all contribute to retention, learning and drop-outs. In the current context, there has been an inevitable trade-off between further expanding primary and secondary access and focusing on quality improvement. Teaching and learning outcomes have been affected by government resource constraints, including the short supply and inequitable distribution of qualified male and female teachers, especially in the core subject areas. Teachers' capacity to deliver quality education is constrained further by lack of professional skills and materials/resources that would enable them to prepare well for their lessons. Support to teachers especially women teachers, needs to be provided through accredited teacher trainings. Teachers are in need of support with skills and tools to upgrade their classroom interactions to be in line with broadly agreed instructive standards as outlined in the ESSP. A unified teacher training curriculum (SCOTT) exists and is in use in Somalia, for both in-service and pre-service teachers, who both undertake a 2-year training course after which they receive certification.

Total number of primary school teachers in Somalia presently stands at 6,363 (male teachers are 5,713 representing 89.8% while female teachers are 650 representing 10.2%). Availability of teachers plays a key role in the retention of children in schools and for continuity. Southwest

State (16.9%) and Hirshabelle State (28.2%) have a higher proportion of teachers in government managed schools compared to other states. The states with the lowest proportion of teachers in government managed schools are Banadir State (2%), Galmudug State (1.8%) and Jubaland State (1.1%).

In South Central, 86% of all primary school teachers are in urban areas causing an inequitable distribution of teachers across the entire country, especially given the population distribution between rural and urban areas are 52.7% in rural and pastoral areas, compared to urban and IDPs combined at 48.3%).

The Pupil Teacher Ratio (PTR) across most regions and states falls close to the average of 35 students per teacher. There are only a few cases where PTR falls significantly above or below this average.

Table 4: Pupil-teacher ratio, Rural vs. Urban, CSS/FGS by state/region

State	Region	Pupil Teacher Ratio (PTR) by Locality		
		Urban	Rural	Total
Jubaland	Lower Juba	47.8	0.0	47.8
	Middle Juba*	n/a	n/a	31
	Gedo	37.6	41.4	38.8
	<b>Total</b>	<b>40.8</b>	<b>41.4</b>	<b>40.9</b>
Southwest	Bakool	34.4	33.3	34.3
	Bay	47.1	35.4	43.1
	Lower Shabelle	26.9	29.5	27.4
	<b>Total</b>	<b>33.3</b>	<b>32.5</b>	<b>33.1</b>
Hirshabelle	Middle Shabelle	30.0	34.4	30.3
	Hiiraan	34.0	31.5	33.3
	<b>Total</b>	<b>32.6</b>	<b>31.7</b>	<b>32.4</b>
Galmudug	Mudug	26.7	28.3	26.8
	Galgaduud	39.8	32.0	39.2
	<b>Total</b>	<b>32.7</b>	<b>30.6</b>	<b>32.6</b>
<b>Banadir Total</b>		34.3	n/a	34.3
<b>Central South 2015/16</b>		<b>34.9</b>	<b>35.7</b>	<b>35.0</b>

Source: FGS, MOECHE, Education Statistics Yearbook 2015/16

The retention of children in schools is an enormous challenge, *school feeding programs* remain a key determinant in retaining a very small proportion of all primary schools (6.5%) have some type of school feeding program. The number of school feeding programs are in the regions of Gedo (12.2%), Mudug (16.7%) and Galgaduud (10.7%). In remaining regions these range from only 6% to 8%. The lack of access to school feeding severely hampers the health and learning abilities of children.

### Institutional education service provision

Improving governance and building foundational education systems poses a significant challenge at the federal and state levels. Building capacities and strengthening emergency preparedness and coordination, data collection and stocktaking is key in ensuring the government is able to respond to shocks. A main challenge is the lack of financial, institutional and human capacity continues to hinder the reach and capacity of the Ministries of Education to provide adequate education services to the children and youth. However, a positive development is that the government has shown its commitment to increasing its allocation to education in 2018 National Development Plan (NDP), and for the first time it has included teacher salaries in the current annual budget (2018). However, due to severe budgetary constraints, the MoE has and generally maintains a low degree of capacity to enforce education standards.



## Needs Analysis

To address the requirements of the ECW facilitated MYRP MOECHE, a needs analysis was undertaken based on fieldwork in the Central and Southern States of Somalia from July - August 2018. The objective was to collect relevant quantitative and qualitative data to inform the program priorities and design consisting of primary research and secondary data sources.

The purpose of primary research was to identify obstructions to the fulfilment of child rights. While the UN Convention on the Rights of the Child (UNCRC) was ratified by Somalia in 2015 implementation of the Convention faces several serious challenges including fragile political environment and lack of capacity to deliver services to children. As many of Somalia's policies are outdated, there remain gaps in the legal and policy framework to protect and advance children's rights, for example providing gender sensitive approaches and in terms of ensuring schools are safe, violence free learning environments.

This research involved secondary literature review and primary field data collection involving in-depth interviews and focus groups. The analysis focused on:

- Target groups
- Resilience;
- Quality learning in safe and protective environments;
- Gender equity and social inclusion; and
- Localization of decision making and system strengthening.

The existing humanitarian response plan (HRP) programme provides short-term interventions in response to address acute emergency. The analysis of needs is examined through the four analytical frameworks, all central to ensuring a positive and durable change in the lives of girls & boys, thereby contributing the goals of ECW.

### 1.2.3 Secondary Data Review - bridging humanitarian and development - nexus

In coordination with MOECHE, this proposal has been designed to link with existing national plans and strategies and in support of the existing coordination mechanism. It draws clear linkages between the MYRP with existing national plans and strategies, in particular the Somalia National Development Plan NDP 2017-2019) and the Education Sector Strategic Plan (ESSP 2018-2020), and in support the existing coordination mechanism. In the Somalia context in which peace and stability is a key issue, the MYRP endeavours to address the "triple nexus" by ensuring the interlinkages between humanitarian, development and peace actors, in line with the "New Way of Working (NWoW)," in which such actors will work towards collective outcomes over multiple years, when appropriate. The Education Cluster (co-led by Save the Children and UNICEF) is widely recognized as the centre-stage of this collaboration, uniting humanitarian and development actors around common goals by facilitating cooperative information sharing, analysis, planning and implementation. Through its whole-of-system approach the ECW MYRP will further strengthen these linkages, ensuring every crisis-affected child and young person is in school and learning.

**Target groups:** A recent concept note on EiE, by the Somalia Education Cluster<sup>18</sup>, recommends the most immediate target groups for the MYRP most likely to suffer the greatest educational inequities:

- i. Girls
- ii. Pastoralists
- iii. Rural Communities
- iv. Vulnerable Hosts
- v. Out-of-school youth (including youth who have never been in school)
- vi. IDPs

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<sup>18</sup> Interlinkages of key strategies, needs and priorities for an effective and efficient EiE response. Somalia Education Cluster.

- vii. Returnees (from Dadaab refugee camp, Kenya)
- viii. Marginalized/disadvantaged clans.

#### 1.2.4 Analytical frameworks

This proposal presents the central changes required in education through four analytical frameworks, which aim to surmount the barriers and ensure durable and long lasting positive change in the lives of girls and boys. The four analytical frameworks as described in detail below are: Resilience and continuity of education, Centrality of quality learning in safe and protective environments, Gender equity and social inclusion, Localization Agenda and Accountability to Affected Population (AAP).

These analytical frameworks are required to address the systemic education needs: learning, life skills, and social cohesion as central to contributing to the improving resilience, wellbeing and stability in a country faced with adverse contexts, such as natural disasters, political crises, health epidemics, pervasive violence, and armed conflict. Institutions and education actors in Somalia are rising to the challenges of the provision of basic education services. Communities are gradually recovering from the shocks of drought, floods, tropical cyclone and conflict related displacement and destitution in many parts of Somalia, nevertheless, the impact of protracted emergency is still being felt widely.

### 1. Resilience systems in education

Education is key in building resilience to unexpected shocks and, enabling children and youth to succeed despite severe challenges. The following dimensions of resilience are identified:

#### **Resilient**

Although the social and economic environment of a learner is an important predictor of academic results, additional success factors are determined by (a) positive school and life outcomes of children and youth living in adverse contexts, (b) environmental factors such as care, support systems, high expectations and opportunities for meaningful participation in school, family, and the community also goes a long way in determining the resilience of the community and the children, (c) and institutional factors such as relevant policies, programs and resources for access with safety, learning with socioemotional well-being, and productive and social transformation skills.

#### **Components of the Education Resilience Framework (ERF)**

The ERF's systematic framework is divided into four educational resilience components with associated policy goals. The first two components aim at better understanding the adversities experienced by the educational communities (students, parents, teachers, educational administration). These individual assets and opportunities for group engagement foster long term recovery, competence and social cohesion. The third and fourth components consider how schools and education systems can mitigate s-providing a set of tools for local resilience.

#### **Resilience based policy goals**

The four-generic resilience-based policy goals (managing and minimizing risks; using and protecting local assets; fostering school-community support; and aligning education services) will guide the review of the local evidence and an in-country dialogue to specify the best approach for these policies in each context.

Resilience is a complex process, and therefore, the framework identified the above four policy goals as the strategic guidance and concomitant evidence to be collected if systems are to better support the at-risk children and youth.

Resilience is a particularly important aspect of the proposal. To this end, the Humanitarian Country Team (HCT) and Inter Cluster Coordination Group (ICCG) has prioritized three ways

of working aimed at addressing exclusion, displacement and conflict in the Centrality of Protection Strategy<sup>19</sup>:

The Joint Resilience Action (JRA) in Somalia 2018-2022 document<sup>20</sup>, produced by FAO, WFP and UNICEF, argues that “the resilience of vulnerable communities is integral to sustainable development”.

The document suggests that effective resilience-based programming, learning and policy development will increase the proportion of communities using essential services (such as education and child protection) and having improved nutrition and income. Building resilience against shocks in marginalized communities is also a major emphasis in the HRP. Building the resilience of children, schools and school communities is addressed in outcome 5 of this proposal; school-level nutrition is addressed in outcome 1.

## **2. Centrality of Quality learning in safe and protective environments**

The climatic shocks and multi layered armed conflict prevalent in Somalia have contributed to a protracted protection crisis. This protection crisis is characterized by transgressions against inherent rights including physical attacks on civilians, child recruitment, child marriage and wide spread GBV all of which negatively impacts education. This crisis is further compounded by emerging, but weak, protective institutions and governance structures, massive displacement and negative coping mechanisms by communities.

The centrality of protection is overarching and the MYRP seeks to provide education services that are resilient to climatic and conflict shocks. To this end, the Humanitarian Country Team (HCT) and Inter Cluster Coordination Group (ICCG) has prioritized three ways of working aimed at addressing exclusion, displacement and conflict in the Centrality of Protection Strategy<sup>21</sup>:

### **1) Identifying and addressing risks of exclusion and discrimination, including those based on societal discrimination, power structures, vulnerability, age, and gender (and the need for inclusion of all relevant responders in order to prevent exclusion);**

This MYRP has been designed to strengthen inclusion and accountability to the most vulnerable children, communities by ensuring the education needs of children in protracted crisis are met. Further, the existence of a strong and reliable education management information system (EMIS) supported by the Federal MoECHE, State Level MoEs and humanitarian actors is an indication of system-wide data collection and analysis to ensure every child is accounted for and effective response is provided through the MYRP.

### **2) Addressing critical protection concerns of IDP sites and collective-centres, including heightened protection risks/threats that have emerged from failure to end displacement through appropriate solutions (local integration, return, and settlement elsewhere);**

The MYRP is intended as a protection- advocacy tool to address critical protection concerns emanating from displacement by targeting IDPs most of whose children are out of school<sup>22</sup>. This MYRP is intended to rally resources to ensure IDP children have access to quality education services despite emergencies while at the same time preserving their safety, dignity and wellbeing.

### **3) affected by indiscriminate and disproportionate targeting of civilians and civilian assets vital for survival.**

Mainstreaming of protection in the education sector, through the, is anchored on the fact that the Somalia government has endorsed the Safe Schools Declaration<sup>23</sup>. The government acknowledges the critical role played by education in protecting children from death, injury and

<sup>19</sup> Somalia HCT Centrality of Protection 2018-2019

<sup>20</sup> FAO, WFP and UNICEF (June 2018). Joint Resilience Action in Somalia 2018-2022.

<sup>21</sup> Somalia HCT Centrality of Protection 2018-2019

<sup>22</sup> Somalia Humanitarian Response Plan-Revised, July 2018

<sup>23</sup> Global Coalition to Protect Education from Attack; <http://www.protectingeducation.org/guidelines/support>

exploitation, trauma and psychological impact of armed conflict, by offering routine and stability in line with Do No Harm principles.

One of the priorities of the ESSP is to “continue expanding access to education for children, adolescents and youth, especially those from marginalized communities such as pastoralists, IDPs, and the urban poor”. This is addressed in outcome 1 of the proposal for emergency-affected children and youth, for whom access to education is especially difficult. The ESSP reports that children in two regions in particular (Lower Juba and Gedo) may not be accessing education for fear of attack or abduction into armed groups.

The ESSP notes that only a very small percentage of potential learners are participating in the ABE system; provision of ABE for emergency-affected children and youth is addressed in outcome 1 of the proposal.

A priority of the ESSP is to “improve learning outcomes, especially at early grade levels”. Improved learning outcomes are addressed in outcome 2 of the proposal. The ESSP reports that only 20.8% of teachers are qualified, nearly all of whom are concentrated in urban areas. In-service teacher training is therefore a priority cross-cutting objective of the ESSP. Teacher training based on. Teacher supervision and quality assurance systems remain weak with unclear standards for assessing teacher performance and, more importantly, providing on-the-job support for improving teaching quality. 201824 recommends the provision of protection services to affected communities, including in hard-to-reach areas and in IDP sites, targeting the most vulnerable, especially those at risk of exclusion. The HRP also recommends life-sustaining multi sectoral assistance to reduce humanitarian needs among the most vulnerable people. This suggests that funding for EiE includes protection measures including school-level nutrition (outcome 1). The MYRP supports the protection strategy, the ESSP and the HRP.

### 3. Gender equity and social inclusion

There are pronounced gender-based inequities in FGS and the Member States. For example, the Education Sector Analysis (ESA) notes that 80.9% of women over 25 have no education – nearly 7 percentage points more than men. The Gender Parity Index (GPI) is 0.81 in primary schooling but only 0.70 in secondary schooling. The proportion of female teachers is consistently lowest in South Central Somalia where security threats for teachers are highest and teacher management systems remain weakest<sup>25</sup>. According to the ESA, “Girls also face critical barriers achieving equity in education due to social pressures for early marriage, expectations that girls support households and rearing of smaller siblings and greater ‘social value’ in boys accessing education over girls.” In rural settings and among pastoral communities, gender inequities are greater, although less so among displaced communities where humanitarian actors have made concerted efforts to increase access to education for girls<sup>26</sup>.

The ESSP reports that girls are much less likely to attend school than boys. The GER for boys in the whole of Somalia is 35%, but only 28.9% for girls; the situation is at its worst in South Central Somalia (24.5% and 19.7% respectively). The net enrolment (NER) data paint an even worse picture for both boys and girls (16.6% and 13.3% respectively). The gender disparity is because girls are often responsible for household chores, care for younger siblings and are sometimes the household breadwinner. The very small number of female teachers (only 8.8% of all teachers) means that girls do not have sufficient role models. Achieving equity in education for girls, particularly those from marginalised groups such as pastoralist children, IDPs and the urban poor, is a priority cross-cutting objective of the ESSP. Gender equity is responded to across numerous activities and particularly in outcome 3 of the proposal. The ESSP recommends the recruitment of more female teachers, which is specifically addressed in outcome 1.

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<sup>24</sup> UNOCHA Humanitarian Country Team and Partners (December 2017). Humanitarian Response Plan January – December 2018: Somalia.

<sup>25</sup> <http://files.unicef.org/transparency/documents/Somalia%204.%20Education.pdf>

<sup>26</sup> <http://files.unicef.org/transparency/documents/Somalia%204.%20Education.pdf>

The ESSP notes that only 138 children with special needs are recorded in primary school enrolment data. This very low number may be due to access barriers, a lack of awareness among teachers that children have special needs and a general failure to monitor or document children with special needs. The narrow definition of special needs does not include learning or behavioural difficulties, or trauma resulting from insecurity. The ESSP notes that children with special needs have historically been a low priority. Support for emergency-affected children with special needs is addressed in outcome 1 of the proposal.

### ***Education Gender Inequities:***

Cultural stereotypes and social conditioning, as well as violence and violations, affect girls' attendance and educational performance at school, their psychosocial wellbeing, and their self-esteem. Economically, girls in the poorest families are the first to be deprived of an education; their health is poor because their families cannot afford healthcare or nutritious food. Weak institutional policies and strategies, poor infrastructure and low-quality teaching further aggravate the conditions for girls' learning. The State and Federal ministries are lacking the necessary capacity and resources to deliver a high standard of inclusive education or to design and implement an affirmative gender policy. Curricula is fragmented, reinforcing cultural perceptions, and is girls and boys. Most schools do not have school environments that are conducive for learning (e.g. overcrowded; limited teaching and learning aids, water points/latrines; and a shortage of qualified teachers). Additionally, teaching materials do not address specific needs by boys and girls, and are not inclusive of and relevant to girls. The secondary education system remains weak, widening the gender gap, with low girls' enrolment rate i.e. 11% in FGS. Weak community engagement in school governance leads to teacher absenteeism and outdated teaching methods (e.g. corporal punishment). Although Somalia has ratified the United Nations Convention on the Rights of the Child (UNCRC) and CEDAW, necessary child protection mechanisms are not enforced particularly at school level.

Gender inequities in education are high, with girls' participation consistently lower than for boys. (primary GPI: 70 & secondary GPI .44.1). Fewer than 50 per cent of girls attend primary school, and the last countrywide survey from 2006 showed that only 25 per cent of women aged 15 to 24 were literate. Only 37 percent of girls who transitioned from primary school took the Form Four exam in 2014/2015 - the demand for secondary school education continues to grow steadily, yet girls make up only 28% of students at that level. The low availability of sanitation facilities (especially separate well-lit and lockable latrines for girls), a lack of women. Poor learning outcomes are reflected in the high repetition and drop-out rates and low examination pass rates and less than 38% of those enrolled in 2001/2002 in grade one successfully progressed to grade five in 2006/2007.

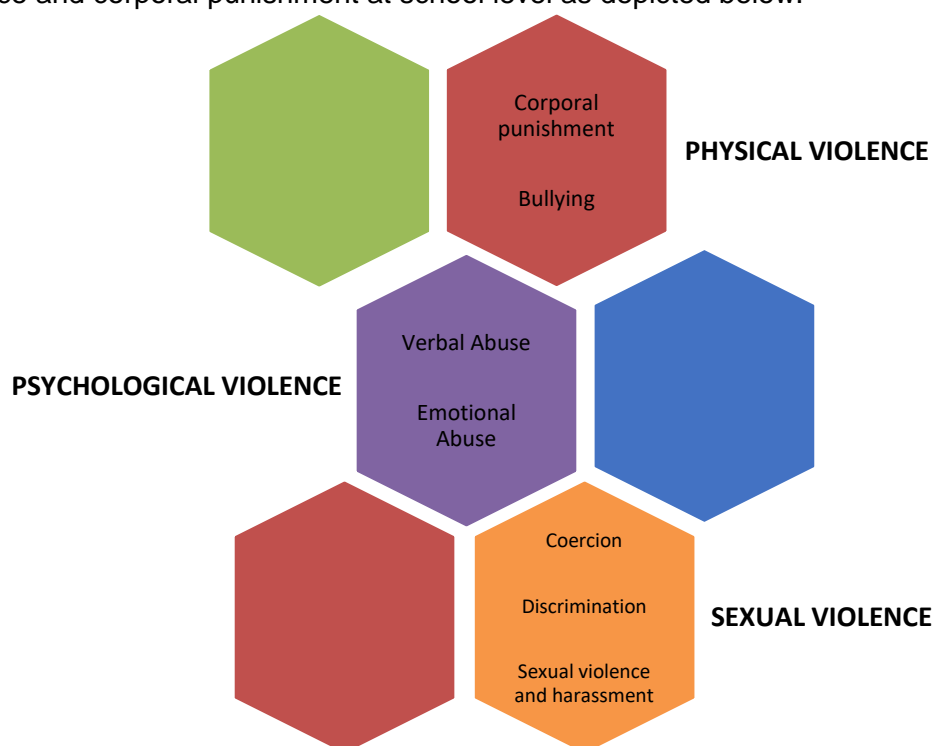
In rural areas and among pastoral communities, gender inequities are greater, although less so among displaced communities where humanitarian actors have made concerted efforts to increase access to education for girls. Gender inequities are most pronounced among the ranks of teachers, where between 8.9-13 percent of primary school teachers are women. Boys and men in Somalia need humanitarian assistance and protection (HNO, 2019), the impact of the crisis is exacerbated by pre-existing conditions of gendered disparities. Women and girls are particularly disadvantaged by the breakdown of social protection mechanisms and structures, which is caused by the cycle of multiple displacements and forced evictions. Joint partner assessments, conducted in April 2018, indicate that female- and child-headed households are at a higher risk of sexual and physical violence. Physical assault and Intimate Partner Violence (IPV) are the most commonly reported incidents of gender-based violence (59 per cent), followed by sexual assault/rape (11 per cent). Increasing levels of IPV are due to increased strife within families, usually over scarce resources. IPV has become increasingly prevalent, as men confront changing power dynamics within households and more women move into breadwinner positions. Women and girls are more likely to experience rape, sexual abuse and sexual exploitation, including transactional sex for the purposes of food, shelter and non-food items. In addition, girls are exposed to the risks of early/forced marriage and



possible teenage pregnancies. Reports also indicate that men and boys face significant risk of coerced/forced recruitments by armed actors, which results in restricted movement and hampers their ability to access assistance or to seek livelihood options.

### School Related Gender Based Violence

According to UN Women, girls are likely to experience psychological bullying, corporal punishment, sexual violence and harassment while boys are likely to experience physical violence and corporal punishment at school level as depicted below:



To ensure schools are safe and supportive, this MYRP proposes whole school approaches which will make schools safer, child friendly and provide a better environment for learners by engaging different stakeholders at school and community level as well as government. Proposed activities include: safe spaces for girls, awareness campaigns on SRGBV and synergy with other ongoing interventions to develop and implement codes of conduct at school level. Planned teacher training will also cover aspects of SRGBV including how to offer counselling and support and reporting mechanisms.

ADRA's programs are designed with a gender lens to promote and advance the objective of gender equality. The staff working in different programs have capacity and supportive policy and strategy support in promoting gender equality. ADRA has a dedicated gender expert who advises on all aspects of gender equality. Additional senior gender expert will be on board by May 2019.

Somalia has one of the world's lowest enrolment rates for primary school-aged children – only 30 per cent of children are in school and approximately 40 per cent of the children are girls. Further, only 18% of children in rural households are in school. This means that the enrolment rate of children in rural households and girls need immediate intervention in order to address the enrolment rates of school aged children.

As per FGS-ESA 2017, given that roughly half of all children and adolescent remain out-of-school, prioritizing investment in primary, secondary and ABE subsectors is perhaps the most



prudent approach to reach the most children and learners in the most cost-effective manner. Greater thought is needed to focus on key determinants across these subsectors affecting learning and enrolment for the most disadvantaged groups. However, one of the biggest challenges is the disparity between girls and boys in schools. As the provisional constitution of Somalia guarantees every child has right to education, the Ministry of Education, Culture and Higher Education (MOECHE hereafter) is striving to improve both access to and the quality of girls' education across Somalia. MOECHE/ECW MYRP is focusing on gaps that exists within children that face barriers such as disability, gender disparity, poorer households or other gender related forms by addressing those challenges and gaps to ensure that it will not be barrier to education. Disadvantaged groups in education, in particular those who are in rural areas, will be also be a focus for this program. Mainstreaming gender at policy level is critical, ensuring that gender sensitive spaces in the schools are promoted (such as gender sensitive latrines and washing facilities, improved teacher and community training and capacity to deal with equity issues, more female teachers in the classroom will supported with training and incentives.

To address challenges to girls' participation in education including safety concerns and social norms, ECW program implementing agency (s) will continue to adapt recommended best practices. In this regard the ECW program will support the formation of Girls Empowerment Forums (GEF) at school level to act as an advocacy body under the coordination of the respective MoE, Gender Unit.

### **Overarching Principles**

The complexity of the Somali context demands a multi-pronged approach to increase access for OOSC. This includes designing interventions based on contextual reality and needs in line with the results to be achieved. To address Gender gaps in emergency education under ECW MYRP, the program will seek to enhance female participation in education through deliberate policies. Working closely with MOE officials, female teachers will also be deliberately recruited and deployed to schools.

In addressing the comments from ECW regarding FGM, the national policy on this topic is readily available. There is a Ministry portfolio, the Ministry of Women and Human Rights that is mandated to follow up on FGM. Ministry of Education's role is limited in addressing issues related to FGM. There are many areas of awareness that MOECHE focuses on when it comes to learning and awareness raising efforts that concerns children's wellbeing and it's the focus of this program to enhance those learning modules to strengthen and better prepare children for tomorrow by focusing on their safety and wellbeing. That said, it is important that our education partners understand that all policies should be adhered to at the national level, this included but is not limited when addressing FGM and any other harmful practices that could violate the human rights of Somali children. It's imperative that issues related to rights and safety are at the core of any training module and the ECW project is not an exception to this rule.

### **4. Localization Agenda and Accountability to Affected Population (AAP)**

Interventions have been designed to ensure that all agencies participating in the intervention are fully accountable to persons of concern (PoC). As such, all interventions under the Puntland MYRP will apply the 5 IASC Commitments to AAP where ever possible, examining and adjusting proposed interventions in order to align with the following commitments:

**Leadership/Governance:** Demonstrate commitment to accountability to affected populations by ensuring feedback and accountability mechanisms are integrated into country strategies, programme proposals, monitoring and evaluations, recruitment, staff inductions, trainings and performance management, partnership agreements, and highlighted in reporting.

**Transparency:** Provide accessible and timely information to affected populations on organizational procedures, structures and processes that affect them to ensure that they can make informed decisions and choices and facilitate a dialogue between an organisation and its affected populations over information provision.

**Feedback and complaints:** Actively seek the views of affected populations to improve policy and practice in programming, ensuring that feedback and complaints mechanisms are streamlined, appropriate and robust enough to deal with (communicate, receive, process, respond to and learn from) complaints about breaches in policy and stakeholder dissatisfaction.

**Participation:** Enable affected populations to play an active role in the decision-making processes that affect them through the establishment of clear guidelines and practices to engage them appropriately and ensure that the most marginalised and affected are represented and have influence.

**Design, monitoring and evaluation:** Design, monitor and evaluate the goals and objectives of programmes with the involvement of affected populations, feeding learning back into the organisation on an ongoing basis and reporting on the results of the process.

- In this regard, the program will be implemented through community-based, participatory approaches to ensure that participation, feedback and complaint mechanisms are integrated in all strategies, plans and programmes planned by the project. Programming decisions and actions will be designed to be responsive to the expressed priorities, needs, capacities and views of all persons of concern.
- humanitarian action will ensure effective engagement in reinforcing, not replacing local systems, by using the comparative advantages of an increasing range of diverse humanitarian actors and provision of services and supplement each other's contribution
- Interventions will be informed by the needs and priorities of the communities, taking into account the capacity building needs of responsible actors.
- Engagement of local and national leaderships through REOs and DEOs, CECs and local community authorities to play a role in identifying target populations.
- The EiE unit in the MoECHE and quality assurance monitoring will be through local leadership capacity building.
- The MYRP stakeholders will work together to effectively respond to education in crises and ensure gender responsive programming to move people out of crisis: reduce vulnerability, mitigate risk management, and tackle root causes of crises and conflict.
- Every effort will be made to include girls and women in the localization agenda per implementation of the UNSCR 1325.

Localization of decision making is essential in emergency-affected contexts in which schools near may suffer very different impacts as a result of disasters. Emergency cash grants for schools have been effectively used in Somalia as a mechanism for localization and are a key feature of the proposal.

## STRATEGY AND THEORY OF CHANGE

### Categories of Vulnerable People Targeted

The total population of Somalia stands approximately 11 million, of which 5.8 million (53%)<sup>27</sup> are under the age of 18 years. Of the 5.8 million under the age of 18, approximately 1.8 million are under 5 years of age (or 18.2%) and 2.6 million are adolescents between the ages of 10 to 19 years (or 24%).<sup>28</sup>

As reported by UNICEF Somalia within a 2018-2020 Education Strategy Note<sup>29</sup> “Socially excluded groups face the greatest inequities and obstacles to living in safe and resilient communities. More than one quarter of Somalia’s population is made up of purely pastoral communities<sup>30</sup>, with a larger proportion falling into nomadic or semi-pastoralist categories (roughly 40 per cent)<sup>31</sup>, the majority of which live in rural and difficult to access areas where poverty is highest. There also remain significant pockets of urban poor in larger towns and cities as rural communities and IDPs migrate in seek of jobs and better opportunities.” Persistent barriers to inclusion and education of both rural and nomadic communities include: insufficient numbers of teachers in rural areas; lack of learning materials and supplies; lack of educational infrastructure including schools and distance to schools; as well as a curriculum that does not respond to the cultural and economic needs of nomadic and pastoral communities.<sup>32</sup>

The MYRP program will target public primary school children from the most disadvantaged & socially excluded children from urban poor host communities, IDP communities and returnees. In terms of age, the program will support primary school age-children (**18 years and below**) including over-aged children enrolled in target public schools. Children of **6-14 years** will be targeted for public primary school, while those aged **14-18 years** who have never attended or have dropped out of formal education will be targeted for public alternative basic education (ABE).

The Somalia Education Sector Strategic Plan (ESSP) 2017-2021 identifies the following vulnerable groups, who are also proposed to be targeted by the MYRP:

- Children from nomadic & agro-pastoralist communities
- Internally displaced children (IDPs) (*girls & boys*)
- Children from minority groups (*girls & boys*)
- Children from impoverished households (*girls & boys*)
- Children from vulnerable host communities (*girls & boys*)
- Returnees (*girls & boys*)
- Street children; and
- Refugees

### Cash Grants to Schools as a Key Strategy

Cash grants for schools (CGS), to be managed by community education committees (CECs), are a key strategy in this proposal. The CGS ensure localization of decision making, as CECs make decisions about spending that are appropriate to their context. There is strong

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<sup>27</sup>UNICEF State of the World’s Children 2016, data tables available at: <http://data.unicef.org/resources/the-state-of-the-world-s-children-2016-statistical-tables.html>.

<sup>28</sup> Ibid

<sup>29</sup> <http://files.unicef.org/transparency/documents/Somalia%204.%20Education.pdf>

<sup>30</sup> UNICEF, Situation Analysis of Children in Somalia, 2006. p. 7. Other sources place the figure as high as 60 per cent.

<sup>31</sup> For example, see: MoEHS, Somaliland Education Sector Analysis, 2016. Rural and pastoral communities combined make up over 50% of the total population in Somaliland, with roughly 35% classified as purely ‘pastoralist’.

<sup>32</sup> Roy Carr-Hill and David Ondijo, Assessment of the Education, Livelihoods, living conditions and welfare of Somalis pastoralists: A representative, multi-sectoral survey conducted to provide a baseline for programming for pastoralist communities, UNICEF, 2011 study.

international evidence that per capita school grants (based on enrolment) increase girls' enrolment at school.<sup>33</sup>

## Theory of Change

**Impact:** The program's goal is to improve educational attainment, safety of Somali girls and boys affected by crisis, contributing to resilience building within increasingly peaceful, secure and democratic environment.

**Outputs:** As a result of the interventions to be provided by the MYRP, it is envisaged that access to food rations will improve retention and learning outcomes while school rehabilitation will ensure adequate presence of learning spaces for learners. Further, caregivers will become aware of the importance of education for their children while out of school children will be reintegrated into normal schooling. Additionally, the reintegration policy on education policy will be finalized and cascaded down to school level implementation. CECs will also implement SDPs with components of resilient education.

Adequate supply of TLM in schools and incentivization of teachers on a regular basis will ensure improved quality of teaching. Further, learning environments will be made safe for learners, and CECs will be able to have a good grasp of protection and safeguarding. At MoECHE and MoE levels, a functional EiE policy will be in place and adopted across both levels of government which will ensure improved coordination and cooperation between EiE implementing agencies and MoEs as well as improved coordination between schools and MoEs. All these processes will lead to the following outputs:

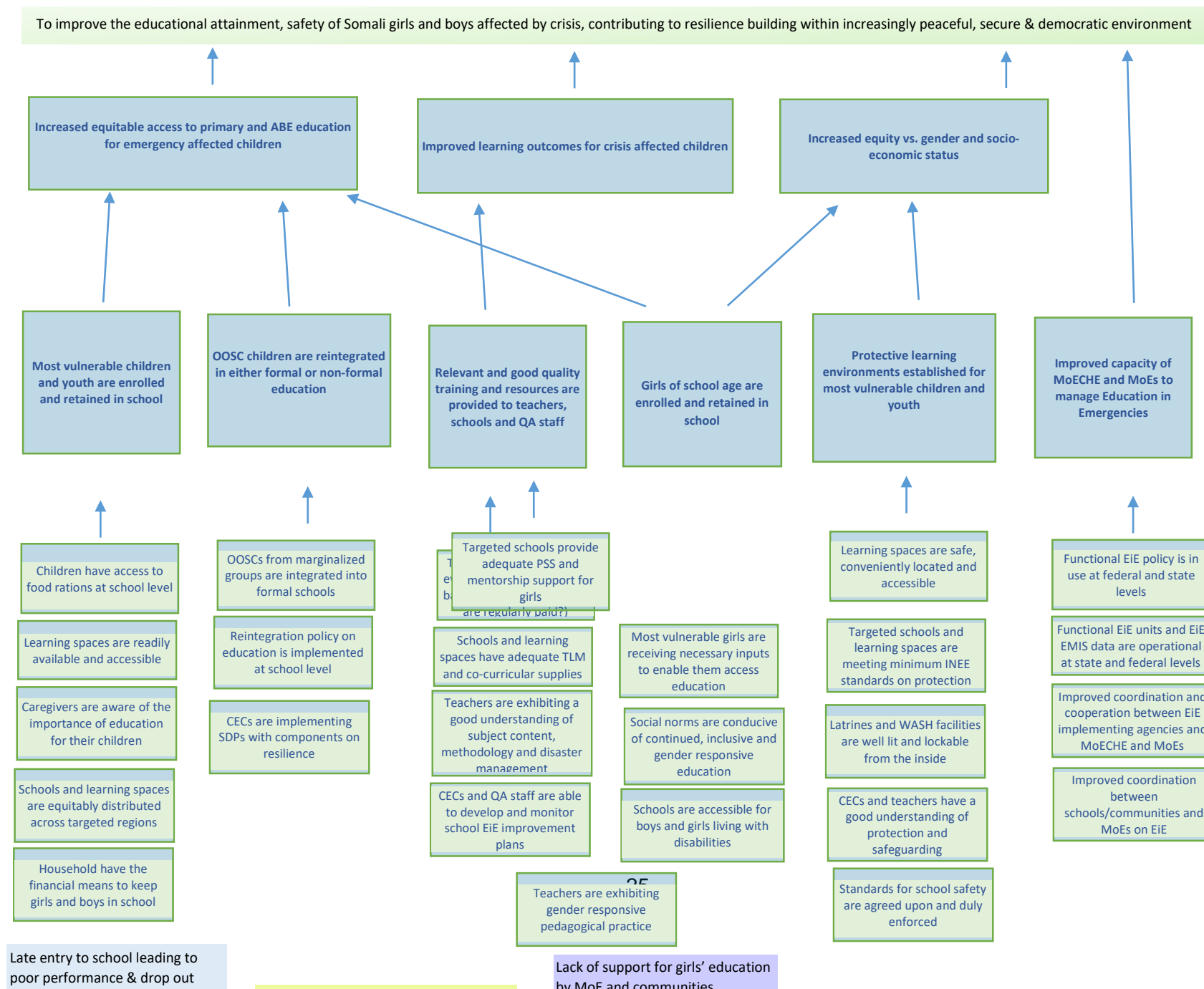
- I. Most vulnerable children and youth are enrolled and retained in school.
- II. OOSC children are reintegrated into either formal or non-formal public schooling
- III. Relevant and good quality training and resources are provided to teachers, schools and quality assurance staff
- IV. Girls will be enrolled and retained in school
- V. Protective learning environments will be ensured for learners
- VI. MoECHE and State MoEs capacity to manage EiE programs will be strengthened

**Assumptions:** The MYRP assumes that interventions such as provision of food rations and water, reconstruction of schools and incentives for teachers to teach flexi classes will help crisis-affected children and youth to access education. Further, it is assumed that awareness campaigns on the importance of continuity in education will increase enrolment. Additional assumptions are that interventions such as provision of TLM, training of teachers and quality assurance at school level will improve quality & learning outcomes for crisis-affected children. Further, CECs can play a central role in improving learning outcomes while recreational facilities for children can contribute to improvement in learning outcomes.

**Problem Statement:** There is inequitable access to primary education, with crisis-affected groups most affected. The quality of learning outcomes is low, with limited teaching & learning materials and few qualified teachers for crisis-affected children and youth, and limited quality assurance of teaching and learning. Further, there is lack of support for girls' education by MoEs and communities as well as lack of coordination between MoEs and communities. Girls are the most marginalized of crisis-affected children and youth, while safety and protective environment for schools is not guaranteed during emergencies. Additional challenges may be that resilience and coping mechanisms for crisis-affected groups during times of disaster and is weak, and the education system has weak capacity facing emergencies to respond effectively and efficiently.

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<sup>33</sup> Glennerster. & Takavarasha. (2010). "Empowering young women: What do we know?"



## Target Locations

The districts with the highest priority needs are presented in Table below. In general, these needs include: (1) Inadequate learning facilities; (2) Inadequate WASH facilities; (3) Untrained teachers; (4) Interrupted learning due to climatic and conflict related shocks; (5) Inequalities in access especially for children with special needs; (6) Low progression through schooling systems; (7) Gender disparities; (8) Low levels of quality assurance and standards support; and (9) Weak governance structures to support education.

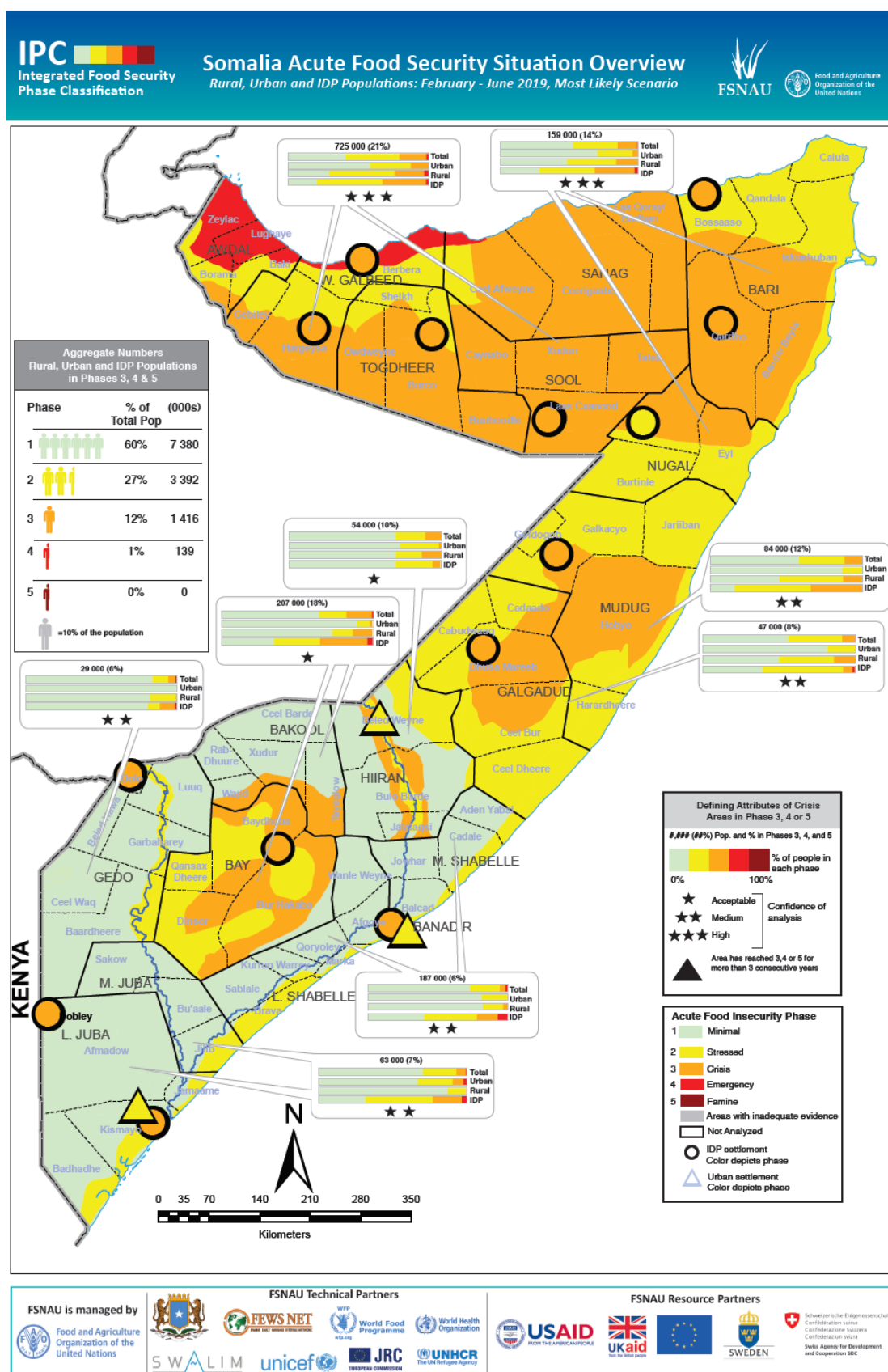
Table 5: Target Locations

District	Vulnerable group(s)	Populations in need
Afmadow	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> <li>Returnees</li> </ul>	6-14-year-old & 14 to 18 years' old: 41,826 children (23,283M, 18,543F)
Kismayo	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> <li>Returnees</li> </ul>	6-14-year-old & 14 to 18 years' old 53,055 children (31,833M, 21,222F)
Jiliib	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 13,849 children (6,648M 7,201F)
Qansedhere	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 9,055 children (3,622M, 5,433F)
Baidoa	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> <li>Returnees</li> </ul>	6-14-year-old & 14 to 18 years' old 58,124 children (27,900M, 30,224F)
Dinsor	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Belet Weyne	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 19,326 children (9,276M, 10,049F)
Buloburte	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Adado	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Cel Barde	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 20,825 children (9,996M, 10,829F)
Waajid	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Hudur	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Belet Xaawo	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 18,751 children (9,000M, 9,751F)
Doolow	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Galdogob	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 37,598 (18,799M, 18,799F)
Galckayo North	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Galckayo South	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Jowhar	<ul style="list-style-type: none"> <li>Host community</li> <li>IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 26,212 children (12,582M; 13,630F)



District	Vulnerable group(s)	Populations in need
Barawe	<ul style="list-style-type: none"> <li>• Host community</li> <li>• IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old 76,162 children (36,557M 39,604F)
Marka	<ul style="list-style-type: none"> <li>• Host community</li> <li>• IDPs</li> </ul>	6-14-year-old & 14 to 18 years' old
Mogadishu	<ul style="list-style-type: none"> <li>• Host community</li> <li>• IDPs</li> <li>• Returnees</li> </ul>	6-14-year-old & 14 to 18 years' old 82,813 children (39,750M,43,063F)

Prediction of most emergency-affected locations in February - June 2019 follows:



## Profile of Schools Targeted by the MYRP

The MYRP will be implemented in public schools in targeted regions of Banadir, Hirshabelle, Southwest, Galmudug and Jubbaland. The ESSP 2017-2020 lists the following broad categories of schools in Somalia<sup>34</sup>: Primary, Integrated Quranic Schools (IQS) and Alternative Basic Education (ABE). In this regard, the MYRP will be implemented in public primary and ABE centers and given that the education sector of Somalia is primarily financed by donor contributions and a significant number of schools are either community owned or under the management of private-sector umbrellas, the MYRP will, in regions where public access to education is limited, seek to also partner with community owned schools.

## RESULTS

### Results Structure

The MYRP aims to improve learning outcomes for children of school-going age who are affected by emergencies in the FGS and Member States through increased access to quality, inclusive, gender-sensitive, child-friendly and sustainable education. It will do so through six mutually supportive outcomes detailed in this chapter: (1) Increased access to and equity in education, (2) Increased quality of learning outcomes, (3) Increased gender equity and equality, (4) Enhanced protection for safeguarding of children, (5) Increased resilience of communities and enhanced continuity in education and (6) System building and improved governance.

Many of the interventions presented below may be funded through Cash Grants to Schools (CGS).<sup>35</sup> CGS have proved effective in the localization of planning and decision making at the school level. This means, for example, that the food for school feeding programs can be purchased by schools locally, which brings fresher food to girls and boys and stimulates local markets. In the interventions described below we indicate which can be funded through CGS.

**Outcome 1:** Equitable access to primary and ABE education for emergency-affected children increased.

**Outcome 2:** Learning outcomes are improved for emergency-affected children and youth.

**Outcome 3:** Gender equity and equality are increased.

**Outcome 4:** Protective learning environments are established for emergency-affected children and youth.

**Outcome 5:** Communities are more resilient to shocks and prioritise education for children.

**Outcome 6:** The capacity of the MoECHE to manage Education in Emergencies is improved.

### ***Outcome 1: Equitable access to primary and ABE education for emergency-affected children increased***

In order to achieve Outcome 1, the program will target community engagement aimed at tackling barriers to access to education for vulnerable children and youth. Activities will include provision of sufficient water and food rations at school levels, construction/rehabilitation of learning facilities, provision of learning materials, incentive payment for teachers and community awareness. The MYRP will work closely with MoECHE and State MoEs in implementing the interventions, and will consult local communities during implementation to ensure their buy-in.

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<sup>34</sup> Categories of schools in the Federal Government of Somalia are further broken down as: Government owned public schools, community owned schools, NGO run schools and private sector umbrella schools. In some regions e.g. in Galgaduud and Gedo Regions, community run schools are also considered Government owned.

<sup>35</sup> DFID Girls Education Challenge Evaluation Report, 2017

Outputs under this outcome are expected to contribute to an increased percentage of girls and boys enrolled in primary education in EiE locations and an increased percentage of emergency-affected youth enrolled in ABE programs equivalent to primary education. These include:

**Output 1.1: Provision of sufficient water and food in emergency affected contexts.**

*Close to 5% of total students in EMIS (582,000) will benefit from provision of safe drinking water*

**Output 1.2: Classroom School construction/learning space expansion, school rehabilitation (minor repairs), replacement of classroom furniture and provision of mobile schools** School /learning space construction will primarily target locations with large IDP concentration presently having limited or no education facilities. For public schools being targeted by the action, emphasis will be placed towards expanding public schools where IDP learners can transit into, as a way of ensuring sustainability of the program.

**Output 1.3: Incentives are paid to teachers**

*A total of 256 teachers will receive incentive support of US\$ 100 per month each to enable them attend to their teaching duties. Selection of the teachers will be done by the State level MoEs and verified by federal MoECHE. The MYRP will also target 64 head-teachers with incentive support.*

**Output 1.4: Communities are aware of the importance of continuity in education**

*To ensure increased enrolment of out of school learners, the MYRP plans a targeted awareness campaign for communities in the targeted regions, with key messages on the importance of education. Key State agencies will also be brought in to participate in the campaigns, in particular ministry of education, ministry of gender and ministry of labour to ensure government buy-in and sustainability. Key messages will be nuanced on access during year one, quality in year two and transition in year 3.*

**Output 1.5: ABE programs are provided for out-of-school children**

*The MYRP will target out of school learners with ABE and catch up classes to enable them be able to complete the basic education cycle. This component will in particular target overage learners who for one reason or another are not able to attend school, and envisages the following key activities:*

- i. Establishment of temporary learning spaces for ABE*
- ii. Training of ABE teachers and refresher training for head teachers*
- iii. Provision of scholarship support for IDP children consisting of student transportation, stationery, school bag and uniform.*
- iv. Provision of cash grants to schools to be able to run ABE centres*

## **Outcome 2: Learning outcomes are improved for emergency-affected children and youth**

Outcome 2 will target improvement of learner competencies in literacy and numeracy, cognitive development, and social and emotional development. This will be achieved through improvement in the teaching and learning process, promotion of community support towards children's learning, provision of culturally appropriate, relevant Teaching-Learning materials for both teachers and learners. In order to achieve positive learning outcomes for the children and youth, the MYRP will adopt several strategies including training and support for women and men teachers, provision of textbooks and improving the quality of the learning environment which will positively affect the student learning outcomes through improved attendance and class participation as a result of enhanced learning environment. Learning outcomes will be measured using Quality Learning Framework tools consisting of MLA, UWEZO, EGRA and EGMA.

The strategy to achieve outcome 2 aims at improving the quality of teaching and learning through the provision of teaching and learning materials (TLM), teacher training, quality assurance of teaching and learning, training in school improvement and provision of recreational facilities.

### **Output 2.1: TLM are provided for emergency affected learners**

*The MYRP will provide teaching and learning materials for learners in crisis affected schools. The supplies will be provided to project targeted schools based on needs identified during the initial assessment at inception, and thereafter at the start of every academic year.*

### **Output 2.2: Emergency affected women and men teachers in EiE are trained in subject matter, methodology and disaster management**

*The MYRP proposes to conduct two-week off site training for school head teachers on subject matter, methodology and disaster management. A similar training will also be conducted for teachers.*

### **Output 2.3: CECs are trained in school improvement**

*Community education committees in targeted schools will be trained on school improvement in particular ownership, DRR and sustainability to be able to take care of school facilities and manage education services during times of crisis.*

### **Output 2.4: Recreational facilities are provided**

*Targeted schools will receive recreational facilities based on needs assessment. The intervention will pay particular emphasis on gender sensitive facilities to ensure girls benefit from this support.*

### **Output 2.5: Teaching and learning are quality assured in schools in EiE**

*The intervention will train quality assurance department staff and Federal MoECHE and state level MoEs on contextualised EiE M&E approached.*

## **Outcome 3: Gender equity and equality are increased**

The strategy to achieve outcome 3 aims at developing a gender-sensitive policy and plan of MoECHE by incorporating EiE, raising awareness of the different impacts of EiE by gender, training more female teachers, providing separate latrines and sanitary kits for girls and establishing girls' clubs.

### **Output 3.1: Girls' clubs are established**

*To ensure participation of girls in school level activities and thus encourage their retention in school, the intervention will establish girl empowerment forums and girl clubs in targeted schools. Further, the intervention will distribute sanitary kits to girls in upper primary and ABE centres. For girls who are underperforming in school, the intervention will provide solar lamps which can assist the girls to be able to study during evening hours.*

#### **Outcome 4: Protective learning environments are established for emergency-affected children and youth**

In order to achieve outcome 4, the MYRP plans to create environments that promotes child rights, wellbeing and improve the safety and the conduciveness of the learning environment so cater child needs and protection.

The strategy to achieve outcome 4 includes the following interventions:

- Training key role players in psychosocial care and preparedness for emergencies
- Promoting good hygiene and health-related practices
- WASH kits and sensitization
- Psychosocial kits distribution (INEE toolkit, teacher training PSS support, kit for teacher training) developed by NRC

In addition to these interventions, it is hoped that development partners will create emergency funds to facilitate rapid response in EiE contexts.

#### **Output 4.1: Education actors are trained in psychosocial support and preparedness for emergencies**

*Training will be conducted on psychosocial support and preparedness for emergencies targeting CEC members, teachers, school personnel and parents. Further training will also be provided on good hygiene practices.*

*Based on PSS trainings conducted during the first ECW window as well other ongoing interventions, a study on the effectiveness of PSS is proposed.*

#### **Output 4.2: Good hygiene and health-related practices are promoted**

*The intervention will conduct campaigns on hygiene propotion targeting school going children and surrounding communities. The campaign will synergise with the WASH cluster on the methodology to be used in the campaign.*

#### **Outcome 5: Communities are more resilient to shocks and prioritise education for children**

Outcome 5 will focus on ensuring that education programmes and systems are responsive to and resilient in the face of shocks, crisis and emergencies. In this regard, schools will be support to have in place robust Disaster Risk Reduction (DRR) contingencies plans. These plans will be developed by the schools and community, with the MoECHE EiE Unit being strongly engaged in the process.

The strategy to achieve outcome 5 includes the following interventions:

- Campaigns to promote disaster management and resilience
- Campaigns to promote the integration of emergency-affected groups into host communities
- Development of a reintegration policy
- Improved rainwater storage
- School level development plan

#### **Output 5.1: Campaigns are conducted to promote disaster mitigation and resilience**

*Targeted campaigns aimed at promoting disaster mitigation, resilience and school emergency preparedness will be conducted to targeted schools, aimed at ensuring education activities can continue during times of crisis to prevent dropping out of learners.*

#### **Output 5.2: Rainwater storage is improved**

*Based on school level assessments, the intervention will provide water storage tanks to schools which do not have access to storage facilities, and will adopt the standard WASH design proposed by the cluster.*



## **Outcome 6: The capacity of the MoECHE to manage Education in Emergencies is improved.**

This outcome aims to build the capacity of MoECHE and State level MoEs to manage EiE interventions in Somalia. Interventions will consist of training & capacity building, systems strengthening, policy analysis and development. Further, the outcome will also support EiE coordination mechanisms including the Education cluster coordination, EiE WG & EMIS.

The strategy to achieve outcome 6 includes the following interventions:

- Development of policy on EiE
- Strengthening of Emergency Units
- Improved coordination among EiE role players and stakeholders
- Incorporation of EiE data in EMIS

## **Resources Required to Achieve the Expected Results**

- Significant resources are required for FGS and the Member States to respond to Education in Emergencies (over 3 years) to address the highest priorities in EiE and contributions by other donors totalling \$58,831,467 to cover the gap/balance;
- Significant efforts by MoECHE, supported initially by ECW seed funding, to build the capacity of education officials at regional and district levels to prepare for and respond effectively to education in emergencies;
- Concomitant efforts to build similar capacity at the level of schools in communities;
- Continued robust efforts by development partners, both local and international, to contribute to the achievement of the six program outcomes.

Detailed resource requirements, such as staff time, are not possible to present in this proposal. As noted in Section VI below, bids in response to Requests for Proposals (RFPs) will be solicited by the PSC and approved by the PSC on the recommendation of the Working Group Technical Team (WGTT) (please see responsibilities for this group in the section of Governance Structure).

## **Partnerships**

In the bidding process referred to above, the PSC will encourage a partnership approach to program implementation. This will require that bidders submit Expressions of Interests (EOIs) and proposals that draw on multiple and complementary strengths of collaborating partners. Partners submitting EOIs will need to include specialists on gender issues and child/youth protection, key ECW priorities. Non-inclusion of these aspects will require a specific justification by organizations submitting an EOI, for example claiming a given project does not require such expertise. The emphasis on a partnership approach will maximize efficiency, minimize the risk of duplication and reduce program transaction costs.

Education partners were extensively involved in the development of the MYR proposal from inception and are expected to play an instrumental role in its successful implementation. Through education cluster meetings at Nairobi and Mogadishu levels, EiE partners were introduced to the MYRP process, with a clear feedback mechanism being established for partners to provide comments on the proposal draft, with these then being incorporated into the final document. The task team also made close consultation and coordination with partners to ensure their comments were incorporated into the final document. Donors, in particular the EU, USAID and ECHO, have been actively engaged in the development process of the MYRP. ECHO represents the donors on the steering committee.

## **Stakeholder Engagement**

Children, youth, education actors, and communities are the centre of any accomplishments achieved through this MYRP. The Education partners responsible for developing this proposal reject the misconception of children, communities and other stakeholders as “beneficiaries”

viewing them instead as key participants and primary implementers and key decision-makers underpinning the success of the programme. This is due to our belief that children and communities are entitled to and possess inherent rights: to be treated with dignity and respect, to be heard and to decide their future.

Through community consultation and accountability mechanisms, communities will be empowered to guide prioritization of activities and support the provision of quality through contributing towards the learning process and regular monitoring. In line with the localization agenda, local partners will be supported to assume more responsibility for quality assurance and programme management throughout the implementation of the program.

The MYRP reinforces strategic partnerships between civil society, UN agencies, donors, and government by benefiting from each one's comparative advantage to ensure complementarity and synergies under multiyear framework to achieve collective education outcomes. The development and implementation process of the ECW programme will serve as an important case study of how international partners can collaborate and coordinate a collective education response.

The FGS, with its relevant line ministries and agencies, is an essential partner in the implementation of the MYRP. As the primary duty bearer, they maintain responsibility for the overall response and wellbeing of communities. MYRP activities will build capacity of relevant line ministries to strengthen humanitarian response planning and improve coordination and alignment with other education agencies in the country.

Activities proposed in this MYRP are based on extensive consultation with MoECHE, State MoEs and Cluster (see table below).

Table 6: Stakeholders

<b>Stakeholder Category</b>	<b>Stakeholders</b>	<b>Proposed Roles in MYRP</b>
<b>National Government</b>	MoECHE	Decision maker/Government funding Chair of the Program Steering Committee (PSC)
<b>National Government</b>	National ministries	Advice on areas of expertise Participation in the Program Advisory Committee (advising the PSC)
<b>Regional Administration</b>	Regional Education Officers District Education Officers	Implementation of MoECHE policies and plans at their respective levels
<b>Civil Society</b>	NGOs: Local and international NGOs including Umbrella for Community Organizations	Partnerships Implementers
<b>Donors</b>	World Bank, EU, ECHO	Funding Participation in the PSC
<b>Private Sector</b>	Somali Business Community	Funding Participation in the PSC
<b>Inter-governmental Organizations</b>	UNICEF, WFP, WHO, UNOCHA, UNHCR,	Partnerships Information Advice to the PSC
<b>Targeted Communities</b>	Participants of the program	Participants in decisions about program interventions Participants in awareness raising campaigns

Activities in this proposal have been designed to link with existing national plans and strategies and in support the existing coordination mechanisms, as well aligned with the MYRP development discussions of the humanitarian-development-peacebuilding sectors (the Nexus). All activities proposed in the MYRP seed funding are thus designed to address immediate urgent EiE needs, with the other interventions being designed in a more developmental format through funding from non ECW sources. The Humanitarian Response Plan (HRP) for January-December 2019 recommends the provision of protection services to affected communities, including in hard-to-reach areas and in IDP sites, targeting the most vulnerable, especially those at risk of exclusion including girls and children with disabilities. The HRP also recommends life-sustaining multi sectoral assistance to reduce humanitarian needs among the most vulnerable people. The HRP also recommends nutrition-sensitive programming. This suggests that funding for EiE must include protection measures, and interventions proposed in this MYRP are closely linked to the HRP.

To mitigate restrictions on planned programming, MYRP partners are expected to sign an MoU with the Federal MoECHE, as well as maintain very close engagement with MoECHE and State level MoEs. Further, the grantee will be expected to conduct capacity building activities with the MOEHE and public schools in the areas of DRR, with the development of Emergency Preparedness Plans (EPP) and staff training on the EiE approach, as a risk

mitigation strategy. Further grantee and implementing agencies will adhere to strict Safeguarding and Child Safeguarding policies and procedures used by the ADRA Network, the Protection Cluster's Protection Guidelines and INEE Protection Standards on child protection and safeguarding; and will be responsible for ensuring that all downstream partners, with whom they work with at State and Federal levels are sufficiently trained in safeguarding and comply with organizational policies and procedures.

In addition, the MYRP will put in place robust accountability mechanisms that will be established and sensitized amongst target communities. All stakeholders will be able to report on any aspect of MYRP. Such reports will be formally recorded, and appropriate action taken, in line with AAP principles. If a safeguarding incident were to occur, ADRA and technical unit will notify ECW in a timely manner, as per safeguarding reporting procedures. MoECHE, ADRA and the Cluster will ensure that each implementing agency develops a risk management framework that will include both fiduciary and reputational risks and will ensure regular monitoring for risks.

### **Promising Practices Documentation and Dissemination**

Apart from the envisaged evaluations (see Section VI below), ADRA commits to ensure that cost innovative knowledge products that will be used to disseminate, locally and internationally, promising practices in EiE and lessons learned through program implementation.

Monitoring and evaluation findings from the first phase of ECW implemented in same locations as the MYRP have brought out crucial lessons which have been applied in this proposal. Further, evaluation of projects funded by UN OCHA through the education cluster have helped strengthen the interventions proposed in the MYRP. Key aspects gleaned from these evaluations and applied to the MYRP include Accountability to Affected Populations, Protection Mainstreaming and GBV, Coordination and Complementarity with other actors in the same regions of operation. Specific interventions have been included into the MYRP based on past experiences as follows:

**School grants:** Experience indicates that this approach ensures ownership of education interventions at school level by CECs and wider community, which ensures sustainability. CECs are approached to develop proposals on how to improve the school, with the best proposals then being awarded. Some of the interventions that will be explored for targeted schools include scholarships, rehabilitation and training.

**ABE Classes:** The existing ABE curriculum in Somalia will be used for overage learners for accelerated classes for grades 1-6; these students will then be reintegrated into formal schooling for grade 7 & 8.

### **Sustainability and Scaling up**

While all activities are considered essential to the overall goal of providing quality inclusive education to all boys and girls, a core set of the activities are identified for immediate seed funding. The highest priority needs in the regions and districts with the most urgent needs, as detailed in Section IV below. By budgeting for needs during a three-year period against a total amount required over the programming cycle period would allow donors and other financing partners to then contribute against the plan in its entirety and make a three-year commitment. This in turn offers predictable funding and planning for sustainability. The program will be scaled up based on provisions of future funds along with our (ECW, MoE, partners) ability to leverage additional funds. As further funding is received additional regions and districts with EiE-related needs will be added for implementation to meet the needs of all targeted beneficiaries.

Sustainability underpins the design and delivery modalities of the MYRP. The proposed programme recognises the need to sufficiently strengthen the capacity of duty bearers and local actors to successfully deliver the breadth of both development and humanitarian education activities in Somalia. To further establish sustainability of the program partners will work in close coordination with existing education agencies already delivering critical education services to marginalized girls and boys. The long-term vision is to further capacitate MoECHE and CSOs to fully assume all aspects of implementation. With support of the Education Cluster and partners, a concerted effort has been made to avoid duplication of efforts by existing education providers, focusing instead on supporting existing efforts with complementary activities. Not only will these efforts build capacity within the sector, but it will reinforce the need to bring together education agencies in their activities in Somalia.

The MYRP will support efforts to streamline interventions across the education sector, in close coordination and consultation with the Education Cluster and education actors outside of the programme. As such, the MYRP should provide a mechanism, similar to a costed framework, through which donors may immediately fund vetted education activities in Somalia. This will assist in building sustainability of donor-funded activities within Somalia, enabling the sector (and donors for that matter) to have a more coherent and measurable accounting of such efforts. The governance structure of the MYRP has been organized with this in mind – both in its financial and technical design – enabling funds and activities to be easily scaled-up in an efficient and cost-effective manner. The financial structure of the MYRP sees funds being distributed to Lead Implementors through the Grantee. However, if revised financial structures are required to better allow for a conducive scale-up of funding channels these can be nuanced/developed in the future. Similarly, lead implementing agencies have been chosen based on their scope of work within the country and their ability to implement activities at scale, should the programme receive additional funds. Please see section on Governance and Management Arrangements for further details.

### **Coordination & Complementarity with Other Funding Sources**

The proposed MYRP will be closely coordinated and all planned activities will take account of previous and ongoing initiatives by other education donors as follows:

**UN OCHA Education & Protection Cluster Projects:** The MYRP will synergize with the education and protection clusters in implementation of activities in targeted locations.

**ECHO EiE Projects:** The MYRP will be implemented in close coordination with the three (3) ECHO funded interventions being implemented by 3 consortiums consisting of Save the Children/ADRA; CARE/Mercy Corps and UNICEF. This will be done to ensure no overlaps and synergize efforts. The three projects are slated to commence implementation from 1<sup>st</sup> May 2019.

**Strengthening Education and Training in Somalia (SETS):** The MYRP will synergize with the ongoing EU funded SETS Project. The EU funded SETS project aims to achieve expanded education and training opportunities, contributing to poverty reduction within a peaceful, secure and democratic Somalia; specifically, through provision of quality education and vocational training services being delivered to the target populations in South-central regions of Somalia.

SETS specifically seeks to support the local government both at national and state levels to address its education priorities and inclusive education needs in Banadir region, Jubbaland, South West, Galmudug and Hir-Shabelle states.

**World Bank Rapid Credit Facility (RCF) for Somalia:** The MYRP will work in synergy with the ongoing World Bank initiative which aims to provide teacher salaries for Public schools in Somalia. The action will coordinate to ensure there is no duplication and will align incentive amounts accordingly.

**European Union Trust Fund (EUTF) Projects for Puntland/Galmudug, SouthWest, Jubbaland, Mogadishu and Hir-Shabelle:** The refugees and IDPs reintegration projects that began implementation in 2017 and are being implemented in same regions as the MYRP will be consulted to prevent duplication of efforts, especially on interventions targeting public schools in returnee areas. The MYRP will also support the durable solutions agenda with special emphasis on promoting learning and resilience in target areas with large IDP and returnees' populations.

**GPE (Global Partnership on Education):** The MYRP will work in synergy with the GPE initiative particularly on the policy development and capacity building of MoECHE and State MoEs to ensure there is no duplication and draw upon the experiences of GPE in managing teacher payments through MOECHE.

**Strengthening Equity, Access and Quality of Education in Somalia (SEAQE):** The action will collaborate with the ongoing NORAD funded SEAQE intervention to deliver different aspects of the project, particularly in Jubbaland, Galmudug and South West States.

**DFID GEC Projects (Girls Education Challenge) & Leave No Girl Behind (LNGB):** The action will benefit from the GEC projects development and adaptation of training guides for CECs, female mentors, girls' club leaders and head teachers and will collaborate with the projects and coordinate support to regional, district level offices and gender unit.

**Somalia Resilience Programme (SomReP):** The MYRP will also be linked to multi-donor funded SomReP programme to provide education support centred on recovery and self-reliance, and to build resilience as well as create opportunities that support the achievement of durable solutions for Somalia's vulnerable population.

**Educate A Child (EAC) Project:** The action will collaborate with the ongoing EAC intervention to deliver different aspects of the project, particularly in Jubbaland, Hirshabelle and South West States.



## RESULTS FRAMEWORK

### MANDATORY ECW CORE INDICATORS

Output	Baseline & Targets		Primary Education					
			ECW Seed Funds			Overall Programme		
			F	M	Total	F	M	Total
FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	Total Targets	Baseline <sup>36</sup>	0	0	0	0	0	0
		Year 1 target	11,500	11,500	23,000	122,070	122,070	244,140
		Year 2 target	14,030	14,030	28,060	156,50000	156,500	313,000
		Year 3 target	17,117	17,117	34,233	200,500	200,500	401,000
	Children with disabilities (sex disaggregated)	Baseline						
		Year 1 target	95	95	190	1,305	1,305	2,610
		Year 2 target	95	95	190	1,300	1,300	2,610
		Year 3 target	95	95	190	1,300	1,300	2,610

<sup>36</sup> Figures to be completed after baseline is conducted.

			ECW Seed Funds			Overall Programme		
			F	M	Total	F	M	Total
FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	Total Targets	Baseline <sup>37</sup>	0	0	0	0	0	0
		Year 1 target	11,500	11,500	23,000	122,070	122,070	244,140
		Year 2 target	14,030	14,030	28,060	156,50000	156,500	313,000
		Year 3 target	17,117	17,117	34,233	200,500	200,500	401,000
	Children with disabilities (sex disaggregated)	Baseline	0	0	0	0	0	0
		Year 1 target	95	95	190	1,305	1,305	2,610
		Year 2 target	95	95	190	1,300	1,300	2,610
		Year 3 target	95	95	190	1,300	1,300	2,610
	Returnees/Refugees	Baseline	0	0	0	0	0	0
		Year 1 target	2,205	2,205	4,410	23,193	23,193	46,387
		Year 2 target	2,690	2,690	5,380	28,296	28,296	56,592
		Year 3 target	3,282	3,282	6,564	34,521	34,521	69,042
	IDPs	Baseline	0	0	0	0	0	0
		Year 1 target	6,900	6,900	13,800	73,242	73,242	146,484
		Year 2 target	8,418	8,418	16,836	89,355	89,355	178,710
		Year 3 target	10,270	10,270	20,540	109,013	109,013	218,026
	Host population	Baseline	0	0	0	0	0	0
		Year 1 target	2,300	2,300	4,600	24,330	24,330	48,659
		Year 2 target	2,827	2,827	5,654	37,544	37,544	75,088
		Year 3 target	3,470	3,470	6,939	55,661	55,661	111,322
# of children and youth receiving individual learning materials (e.g., textbooks, notebooks, etc.)	Total	Baseline	0	0	0	0	0	0
		Year 1 target	11,500	11,500	23,000	122,070	122,070	244,140
		Year 2 target	14,030	14,030	28,060	156,50000	156,500	313,000
		Year 3 target	17,117	17,117	34,233	200,500	200,500	401,000
	Children with disabilities	Baseline	0	0	0	0	0	0

<sup>37</sup> Figures to be completed after baseline is conducted.

		Year 1 target	95	95	190	1,305	1,305	2,610
		Year 2 target	95	95	190	1,300	1,300	2,610
		Year 3 target	95	95	190	1,300	1,300	2,610
	Returnees/Refugee	Baseline	0	0	0	0	0	0
		Year 1 target	2,205	2,205	4,410	23,193	23,193	46,387
		Year 2 target	2,690	2,690	5,380	28,296	28,296	56,592
		Year 3 target	3,282	3,282	6,564	34,521	34,521	69,042
	IDP	Baseline	0	0	0	0	0	0
		Year 1 target	6,900	6,900	13,800	73,242	73,242	146,484
		Year 2 target	8,418	8,418	16,836	89,355	89,355	178,710
		Year 3 target	10,270	10,270	20,540	109,013	109,013	218,026
	Host population	Baseline	0	0	0	0	0	0
		Year 1 target	2,300	2,300	4,600	24,330	24,330	48,659
		Year 2 target	2,827	2,827	5,654	37,544	37,544	75,088
		Year 3 target	3,470	3,470	6,939	55,661	55,661	111,322

### Quality Education

		Baseline & Targets	F	M	Total
	# of teachers or education administrators trained, disaggregated by sex	Baseline			
		Year 1 target	102	154	256
		Year 2 target	102	154	256
		Year 3 target	102	154	256
	# of teachers recruited or financially supported, disaggregated by sex	Baseline			
		Year 1 target	128	192	320
		Year 2 target	128	192	320
		Year 3 target	128	192	320

### Safe and Inclusive Learning Spaces

	# of gender- and disability- sensitive WASH facilities rehabilitated	Baseline	
		Year 1 target	19
		Year 2 target	25
		Year 3 target	20
	# of accessible school environments (e.g., through infrastructures, equipment e.g. desks or classroom materials)	Baseline	
		Year 1 target	25
		Year 2 target	19
		Year 3 target	20

## RESULTS FRAMEWORK

### RESULTS-BASED MATRIX FOR FGS ECW MYRP

RESULT AREA	ANNUAL MILESTONES OR OUTPUTS			REQUIRED FUNDING	EXISTING FUNDING	FUNDING GAP	PARTNER
	Year 1	Year 2	Year 3				
Outcome 1: Equitable access to education for emergency-affected children and youth is increased							
OUTPUT 1.1 Provision of sufficient water and food for EiE	School identification and assessment Provide safe drinking water for crisis-affected children (conflict, drought and floods) Provision of school feeding to crisis-affected children (conflict, drought and floods) M&E	School identification and assessment Provide safe drinking water for crisis-affected children (conflict, drought and floods) Provision of school feeding to crisis-affected children (conflict, drought and floods) ✓M&E	School identification and assessment Provide safe drinking water for crisis-affected children (conflict, drought and floods) Provision of school feeding to crisis-affected children (conflict, drought and floods) ✓M&E	11,187,150	1,680,000	9,507,150	ADRA; IP
OUTPUT 1.2 School construction, school rehabilitation (minor repairs), replacement of classroom furniture and provision of mobile schools	School assessment Contractor identification Rehabilitate schools with an emphasis on safety, child protection and inclusion of children with special needs including gender segregated latrines M&E	School assessment Contractor identification Rehabilitate schools with an emphasis on safety, child protection and inclusion of children with special needs including gender segregated latrines M&E	School assessment Contractor identification Rehabilitate schools with an emphasis on safety, child protection and inclusion of children with special needs including gender segregated latrines M&E	6,236,400	537,600	5,698,800	ADRA; IP

RESULT AREA	ANNUAL MILESTONES OR OUTPUTS			REQUIRED FUNDING	EXISTING FUNDING	FUNDING GAP	PARTNER
	Year 1	Year 2	Year 3				
<b>Output 1.3</b> Incentives are paid to teachers;	<ul style="list-style-type: none"> <li>✓ Identification and verification of teachers</li> <li>✓ Payment of incentives</li> <li>✓ M&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leadership and management of Payment of incentives</li> <li>✓ M&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>✓ Payment of incentives</li> <li>✓ M&amp;E</li> </ul>	11,700,000	1,267,200	10,432,800	ADRA; IP
<b>Output 1.4</b> ABE programs are provided for out-of-school youth	<ul style="list-style-type: none"> <li>✓ Identification of OOSY</li> <li>✓ Identification of ABE centres and MoU signature</li> <li>✓ Identification and verification of ABE curriculum</li> <li>✓ Conduct ABE program for OOSY</li> <li>✓ M&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct ABE program for OOSY</li> <li>✓ M&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>Conduct ABE program for OOSY</li> <li>M&amp;E</li> </ul>	29,332,800	927,200	28,405,600	ADRA; IP
<b>Output 1.5</b> Communities are aware of the importance of continuity in education	<ul style="list-style-type: none"> <li>✓ Develop advocacy campaign messages</li> <li>✓ MoU with mass media houses</li> <li>✓ MoU with service providers e.g. PA system, vehicles etc</li> <li>✓ Conduct awareness campaigns</li> <li>✓ Monitor efficiency</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop advocacy campaign messages</li> <li>✓ MoU with mass media houses</li> <li>✓ MoU with service providers e.g. PA system, vehicles etc</li> <li>✓ Conduct awareness campaigns</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop advocacy campaign messages</li> <li>✓ MoU with mass media houses</li> <li>✓ MoU with service providers e.g. PA system, vehicles etc</li> <li>✓ Conduct</li> </ul>	775,800	45,000	730,800	ADRA; IP



RESULT AREA	ANNUAL MILESTONES OR OUTPUTS			REQUIRED FUNDING	EXISTING FUNDING	FUNDING GAP	PARTNER
	Year 1	Year 2	Year 3				
	of advocacy campaign	✓ Monitor efficiency of advocacy campaign	awareness campaigns ✓ Monitor efficiency of advocacy campaign				
Indicator	✓ # of children benefiting from sustained water supply at school level						
Indicator	✓ # of children reached by supplementary school feeding program						
Indicator	✓ . # of new classrooms constructed/rehabilitated						
Indicator	✓ # of teachers receiving incentives to provide ABE for IDP children						
Indicator	✓ # of out-of-school youth benefiting from ABE programs						
Indicator	✓ . # of parents reached by awareness campaigns on education						
Outcome 2: Learning outcomes are improved for emergency-affected children and youth							
OUTPUT 2.1 TLM are provided for learners in EiE	✓Needs assessment on TLM schools in targeted schools ✓Identification and contracting of TLM suppliers ✓Provision of TLM ✓M&E	✓Needs assessment on TLM schools in targeted schools ✓Identification and contracting of TLM suppliers ✓Provision of TLM M&E	✓Needs assessment on TLM schools in targeted schools ✓Identification and contracting of TLM suppliers ✓Provision of TLM ✓M&E	2,367,284	249,600	2,117,684	ADRA; IP
OUTPUT 2.2 Teachers in EiE are trained in subject matter, methodology	Teacher identification Pre-training needs assessment Provide two weeks' off-site training in	Teacher identification Pre-training needs assessment Provide two weeks' off-site training in mentoring and	Teacher identification Pre-training needs assessment Provide two weeks' off-site training in mentoring and	1,090,200	153,600	936,600	ADRA; IP

RESULT AREA	ANNUAL MILESTONES OR OUTPUTS			REQUIRED FUNDING	EXISTING FUNDING	FUNDING GAP	PARTNER
	Year 1	Year 2	Year 3				
and disaster management	mentoring and emergency for head teachers (once a year) M&E	emergency for head teachers (once a year) M&E	emergency for head teachers (once a year) M&E				
<b>OUTPUT 2.3</b> Teaching and learning are quality assured in schools in EiE	Conduct training needs assessment Identification of consultant trainers Train Quality Assurance Department staff in MoECHE and State-level ministries (ToT method) M&E	Conduct training needs assessment Identification of consultant trainers Train Quality Assurance Department staff in MoECHE and State-level ministries (ToT method) M&E	Conduct training needs assessment Identification of consultant trainers Train Quality Assurance Department staff in MoECHE and State-level ministries (ToT method) M&E	30,060	15,000	15,060	ADRA; IP
<b>OUTPUT 2.4</b> CECs are trained in school improvement	✓Conduct training needs assessment for CECs ✓Identification of consultant trainers Conduct CEC training M&E	✓Conduct training needs assessment for CECs ✓Identification of consultant trainers Conduct CEC training ✓M&E	✓Conduct training needs assessment for CECs ✓Identification of consultant trainers Conduct CEC training M&E	603,400	115,200	488,200	ADRA; IP

RESULT AREA	ANNUAL MILESTONES OR OUTPUTS			REQUIRED FUNDING	EXISTING FUNDING	FUNDING GAP	PARTNER
	Year 1	Year 2	Year 3				
<b>OUTPUT 2.5:</b> Recreational facilities are provided	Needs assessment on co-curricular materials in targeted schools Identification and contracting of TLM suppliers Provision of co-curricular materials M&E	Needs assessment on co-curricular materials in targeted schools Identification and contracting of TLM suppliers Provision of co-curricular materials ✓M&E	Needs assessment on co-curricular materials in targeted schools Identification and contracting of TLM suppliers Provision of co-curricular materials M&E	156,000	230,400	(74,400)	ADRA; IP
<b>Indicator</b>	# of children provided with individual learning materials						
<b>Indicator</b>	# of head teachers receiving two weeks' off-site training per year						
<b>Indicator</b>	# of teachers receiving two weeks' off-site training per year						
<b>Indicator</b>	# of Quality Assurance Unit staff at MoECHE and State level ministries trained on QA approaches for EiE						
<b>Indicator</b>	# of CECs trained in school improvement						
<b>Indicator</b>	. # of children with access to recreational facilities in schools						
<b>Outcome 3: Gender equity and equality are increased</b>							
<b>OUTPUT 3.1</b> Establishment of Girls Empowerment Forums (GEFs) & girl clubs	✓Conduct FGD assessment for girls and girls' leaders ✓Training of girl leaders ✓Establish girls' empowerment forums at school level ✓M&E	✓Conduct FGD assessment for girls and girls' leaders ✓Training of girl leaders ✓Establish girls' empowerment forums at school level ✓M&E	✓Conduct FGD assessment for girls and girls' leaders ✓Training of girl leaders ✓Establish girls' empowerment forums at school level ✓M&E	43,100	6,400	36,700	ADRA; IP

RESULT AREA	ANNUAL MILESTONES OR OUTPUTS			REQUIRED FUNDING	EXISTING FUNDING	FUNDING GAP	PARTNER
	Year 1	Year 2	Year 3				
<b>OUTPUT 3.2</b> More female teachers are recruited	<ul style="list-style-type: none"> <li>✓ Identification, interview and shortlisting of female teachers</li> <li>✓ Deployment of female teachers to target schools</li> <li>✓ Conduct mentorship training for female teachers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identification, interview and shortlisting of female teachers</li> <li>✓ Deployment of female teachers to target schools</li> <li>✓ Conduct mentorship training for female teachers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identification, interview and shortlisting of female teachers</li> <li>✓ Deployment of female teachers to target schools</li> <li>✓ Conduct mentorship training for female teachers</li> </ul>	205,000	0	205,000	ADRA; IP
<b>Output 3.3</b> A MoECHE gender policy is developed, incorporating EiE	Identification of consultant of Policy dialogue sessions organized at State and Federal Levels	<ul style="list-style-type: none"> <li>✓ Validation workshop for EiE policy</li> <li>✓ Implementation of EiE policy</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implementation of EiE policy</li> </ul>	202,500	51,000	151,500	ADRA; IP
<b>Indicator</b>	Gender policy incorporating EiE developed and operationalized						
<b>Indicator</b>	# of female teachers recruited						
<b>Indicator</b>	# of girls empowerment forums established						

<b>Outcome 4:</b> Protective learning environments are established for emergency-affected children and youth							
<b>Indicator</b>	# of learning spaces constructed/rehabilitated which meet minimum INEE standard on protective environment						
<b>Indicator</b>	# of learners (disaggregated by gender) reporting improved safe learning environment						
<b>Indicator</b>	% of learners (disaggregated by gender) exhibiting improved performance due to PSS support provided						
<b>OUTPUT 4.1</b> Key players are empowered through psychosocial support and preparedness	<ul style="list-style-type: none"> <li>✓ Needs assessment on PSS</li> <li>✓ Recruitment of training consultant</li> <li>✓ Conduct PSS training</li> <li>Post-training monitoring</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct PSS training</li> <li>✓ Post-training monitoring</li> <li>✓ Companion study on effectiveness of psychosocial and school safety training, and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Needs assessment on PSS</li> <li>✓ Recruitment of training consultant</li> <li>✓ Conduct PSS training</li> <li>Post-training monitoring</li> </ul>	646,500	192,000	454,500	ADRA; IP

for emergencies		creation on recommendations report					
<b>OUTPUT 4.2</b> Good hygiene and health-related practices are promoted	Develop IEC messages Conduct campaigns related to hygiene promotion for schools, families and wider communities (including IEC materials - to be done twice a year before the rainy seasons)	Develop IEC messages Conduct campaigns related to hygiene promotion for schools, families and wider communities (including IEC materials - to be done twice a year before the rainy seasons)	Develop IEC messages Conduct campaigns related to hygiene promotion for schools, families and wider communities (including IEC materials - to be done twice a year before the rainy seasons)	1,396,000	115,200	1,280,800	ADRA; IP
<b>Outcome 5: Communities are more resilient to shocks and prioritize education for children</b>							
<b>OUTPUT 5.1</b> Good hygiene and health-related practices are promoted	Develop IEC messages Conduct campaigns related to hygiene promotion for schools, families and wider communities (including IEC materials - to be done twice a year before the rainy seasons)	Develop IEC messages Conduct campaigns related to hygiene promotion for schools, families and wider communities (including IEC materials - to be done twice a year before the rainy seasons)	Develop IEC messages Conduct campaigns related to hygiene promotion for schools, families and wider communities (including IEC materials - to be done twice a year before the rainy seasons)	1,396,000	115,200	1,280,800	ADRA; IP

<b>OUTPUT 5.2</b> Rainwater storage is improved	✓ Conduct water infrastructure needs assessment for target schools Provision of water storage facilities for target schools	Conduct water infrastructure needs assessment for target schools Provision of water storage facilities for target schools	✓ Conduct water infrastructure needs assessment for target schools Provision of water storage facilities for target schools	559,800	549,120	10,680	ADRA; IP
<b>Indicator</b>	# of IEC campaigns conducted during project lifespan						
<b>Indicator</b>	# of schools receiving water storage facilities						

<b>Outcome 6: The capacity of the MoECHE to manage Education in Emergencies is improved.</b>							
<b>OUTPUT 6.1</b> Policy on EiE is developed and EiE M&E and coordination are strengthened	Identification of consultant Policy dialogue sessions organized at State and Federal Levels	✓ Validation workshop for EiE policy ✓ Implementation of EiE policy	✓ Implementation of EiE policy	202,500	51,000	151,500	ADRA; IP
<b>Indicator</b>	Gender policy incorporating EiE developed and operationalized						



## SEED FUNDING-SPECIFIC RESULTS

*Note: timelines assume a six-week inception stage required for the selection of implementing partners (through a competitive process) and establishment of program staffing and set-up, development of detailed project management plans and other arrangements. Dates indicated below may therefore shift depending on timing of the program approval and release of seed funds.*

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(August 2019-July 2020)	(August 2020-July 2021)	(August 2021-July 2022)		
<b>Impact:</b>	To improve the educational attainment, safety of Somali girls and boys affected by crisis, contributing to resilience building within increasingly peaceful, secure & democratic environment								For all indicators: The data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.
<b>Outcome 1: Access to primary education for emergency-affected children is increased equitably, and access for emergency-affected</b>	<p>Number of emergency affected children (disaggregated by sex- and disability) with increased access to primary education.</p> <p>Number of emergency affected youth (disaggregated by sex, age and disability) with increased access to ABE</p>								

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (August 2019-July 2020)	Year 2 (August 2020-July 2021)	Year 3 (August 2021-July 2022)	FINAL	
youth is increased equitably through ABE									
Output 1.1: Provision of sufficient water and food for EiE	1.1.1 # of children benefiting from sustained water supply at school level (sex-, age-, and disability disaggregated)		TBC	2018	6,465 (3,555F; 2,909M)	6,465 (3,555F; 2,909M)	6,465 (3,555F; 2,909M)	6,465 (3,555F; 2,909M)	
	1.1.2 # of children reached by supplementary school feeding program (sex-, age-, and disability disaggregated)		TBC	2018	116,400 64,020F; 52,380M)	116,400 64,020F; 52,380M)	116,400 64,020F; 52,380M)	116,400 64,020F; 52,380M)	
Output 1.2: School construction, school rehabilitation (minor repairs), replacement of classroom furniture and provision of mobile schools	1.2.1. # of new classrooms constructed following INEE standards		TBC	2018	96	192	192	480	
	1.2.2. # of classrooms rehabilitated following INEE standards		TBC	2018	96	192	192	480	
	1.2.3. # of classrooms in which desks (with benches) are replaced following INEE standards		TBC	2018	96	192	192	480	
	1.2.4. # of mobile schools provided for children from pastoralist communities following INEE standards		TBC	2018	10	20	20	50	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (August 2019-July 2020)	Year 2 (August 2020-July 2021)	Year 3 (August 2021-July 2022)	FINAL	
<u>Output 1.3: Incentives are paid to teachers</u>	1.3.1. # of teachers (sex-disaggregated) receiving incentives to provide ABE for IDP children		TBC	2018	2,500 (30% female)	2,500 (30% female)	2,500 (30% female)	7,500 (30% female)	
	1.3.2 # of head teachers (sex disaggregated) receiving incentives		TBC	2018	500 (20% female)	500 (20% female)	500 (20% female)	1500 (20% female)	
<u>Output 1.4: ABE programs are provided for out-of-school youth</u>	1.4.1. # of out-of-school youth (sex-disaggregated) benefiting from ABE programs		TBC	2018	16,296 50% female	32,592 50% female	32,592 50% female	81,480 50% female	
Output 1.5: Communities are aware of the importance of continuity in education	1.5.1. # of parents (sex-disaggregated) reached by awareness campaigns on education		TBC	2018	43,100 (21,550 mothers; 21,550 fathers)	43,100 (21,550 mothers; 21,550 fathers)	43,100 (21,550 mothers; 21,550 fathers)	129,300 (21,550 mothers; 21,550 fathers)	
<b>Outcome 2: Learning outcomes are improved for</b>	Proportion of children and young people (sex-, age- and disability-disaggregated) supported by ECW (a) in Grades 2 or 3; and (b) at the								

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (August 2019-July 2020)	Year 2 (August 2020-July 2021)	Year 3 (August 2021-July 2022)	FINAL	
<b>emergency-affected children and youth</b>	end of primary education and (c) at the end of secondary education who achieve at least a minimum proficiency level in reading and math through UWEZO testing								
<u>Output 2.1: TLM are provided for learners in EiE</u>	2.1.1. # of children (sex-, age-, and disability disaggregated) provided with individual learning materials		TBC	2018	43,100 23,705F; 19,935M	43,100 23,705F; 19,935M	43,100 23,705F; 19,935M	129,300 23,705F; 19,935M	
<u>Output 2.2: Teachers in EiE are trained in subject matter, methodology and disaster management</u>	2.2.1. # of <i>head</i> teachers (sex-disaggregated) receiving two weeks' off-site training per year		TBC	2018	86 (17 female)	172 (34 female)	173 (34 female)	431 (73 female)	
	2.2.2. # of teachers (sex-disaggregated) receiving two weeks' off-site training per year		TBC	2018	500 (150 female)	1,000 (300 female)	1,000 (300 female)	2,500 (750 female)	
	2.2.3. # of mentorship sessions provided to teachers (sex-disaggregated)		TBC	2018	70	70	70	210	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	Year 3	FINAL	
					(August 2019-July 2020)	(August 2020-July 2021)	(August 2021-July 2022)		
Output 2.3: Teaching and learning are quality assured in schools in EiE	2.3.1. # of Quality Assurance Unit staff (sex-disaggregated) at MoECHE and State level ministries trained on QA approaches for EiE		TBC	2018	60 (20 female)	60 (20 female)	60 (20 female)	180 (54 female)	
Output 2.4: CECs are trained in school improvement	2.4.1. # of CECs trained in school improvement		TBC	2018	603 (181 female)	1,207 (362 female)	1,207 (362 female)	3,017 (905 female)	
Output 2.5: Recreational facilities are provided	2.5.1. # of children (sex-, age-, and disability disaggregated) with access to recreational facilities in schools		TBC	2018	43,100 (23,705F; 19,395M)	43,100 (23,705F; 19,395M)	43,100 (23,705F; 19,395M)	129,300 (71,115F; 58,185M)	
<b>Outcome 3: Gender equity and equality are increased</b>	Out-of-school rate for children and youth (sex-, age-, and disability disaggregated) in ECW-supported communities - disaggregated by sex and age group (6 to 11, 11 to 14 and 15 to 18 years old)								

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 (August 2019-July 2020)	Year 2 (August 2020-July 2021)	Year 3 (August 2021-July 2022)	FINAL	
Output 3.1: A MoECHE gender policy is developed, incorporating EiE	3.1.1. Gender policy incorporating EiE developed and operationalized		TBC	2018	Policy drafted/ policy approved / policy implemented			1	

## MONITORING AND EVALUATION

### Introduction

Monitoring and evaluation of program implementation, results and lessons learnt will be closely monitored through a detailed M&E plan, which will clearly state who will be responsible for which activity and where. Progress towards achievement of the program outcomes will be measured against the indicators contained in Section V above.

Baseline data (where not already available) (where relevant, disaggregated by sex at minimum) will be collected during the program inception stages. Mid-term and final evaluations will be carried out through a multi-stakeholder process to assess the relevance, effectiveness, efficiency, impact and sustainability of the program. These activities are included in the budget for ECW seed funding (Section VII); they will be planned in detail in the program inception phase. In close collaboration with stakeholders, including the MoECHE, and development partners. Monitoring and evaluation will be overseen by the ECW Technical and Steering Committees.

Biannual and annual progress reports will be submitted by the grantee highlighting the progress of program implementation, program results, best practices, lessons learned, and any design corrections needed to address problems. The programmatic and financial reporting requirements of ECW will be as per standard reporting agreed with ECW. The lessons learned will serve as an invaluable resource for future responses as well as rectifying and informing the programme.

Third-party monitoring and evaluation will be part of the M&E approach, drawing on local partners in hard-to-reach areas. Furthermore, partners will explore an innovative community-based M&E system such as use of technology to enable them and beneficiaries to better collect, analyse and act on OOSC data in a real-time and more cost-effective manner. In areas inaccessible by staff, as third-party monitors agencies will conduct routine monitoring and verification/information gathering: The main purpose of routine monitoring and verification missions is to visit schools and partners during programme implementation to ensure that progress is satisfactorily aligned with contractual commitments and identify barriers and bottlenecks. Identification of barriers and bottlenecks will feed into supportive supervision.

Some routine monitoring assignments may focus on verification of whether progress/results reported by partners—including both NGO and government—is in fact supported by evidence on the ground. In the case of a construction activity, post facto verification may entail verifying that a construction activity has been completed to the agreed upon standard in the agreed upon location. In the case of an “event” such as the distribution of cash vouchers, or the conduct of a social mobilization activity, monitoring/verification may entail seeking out the recollections of a range of local stakeholders or beneficiaries.

Finally, monitoring missions might be deployed on a specific basis to verify or fact-find for particular issues, for example determination of the presence and origin of certain goods in markets, triangulation in case of doubts on veracity of partner reporting, etc.

During monitoring visits, the third-party team may be asked to conduct in-depth interviews with beneficiaries, community members, local government, and other target audiences to solicit their reflections about, and perceptions of, the relevance and value of the progress/results seen on the ground, as well as the overall performance of the partner.

Monitoring/verification missions may also require collecting information about key emerging issues arising from the field affecting children, adolescents, or women, i.e., disease outbreaks,



malnutrition, movement of affected population and systematic exclusion of certain groups of people including minorities.

In areas accessible, the third-party team may be requested to join staff in conducting routine monitoring, to provide an independent perspective. In areas not accessible, the third-party team may be deployed as a way of “extending the reach” and conducting routine monitoring.

## Monitoring Plan

*To be finalized as part of the development of a M&E plan, undertaken by the Grant Management Agency as part of the design of the program.*

Monitoring Activity	Purpose	Frequency	Expected Action
<b>Track results progress</b>	Progress data against the results indicators in Section V will be collected and analysed to assess the progress of the program in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by program management.
<b>Monitor and manage risk</b>	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. Audits will be conducted in accordance with Audit policy to manage financial risk.	Quarterly	Risks are identified by program management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.
<b>Learn</b>	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the program.	Annually	Relevant lessons are captured by the program team and used to inform management decisions.
<b>Annual program quality assurance</b>	The quality of the program will be assessed against quality standards to identify program strengths and weaknesses and to inform management decision making to improve the program.	Annually	Areas of strength and weakness will be reviewed by program management and used to inform decisions to improve program performance.
<b>Review and make course corrections</b>	Data and evidence from all monitoring activities will be reviewed internally to inform decision making.	Bi-annually	Performance data, risks, lessons and quality will be discussed by the program board and used to make course corrections.
<b>Program progress reports</b>	A progress report will be presented to the Program Steering Committee and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual program quality rating summary and an updated risk log with actions taken and current and new mitigation measures.	Every 6 months and at the end of the program	
<b>Program Review (Steering Committee)</b>	The project's governance mechanism, the Program Steering Committee, will hold regular program reviews to assess the performance of the program against planned interventions and review the Multi-Year Work Plan to ensure realistic budgeting over	Annually	Any quality concerns or slower than expected progress will be discussed by the Program Steering Committee

<b>Program Board)</b>	the life of the project. In the program's final year, the Program Steering Committee will hold an end-of program review to capture lessons learned and discuss opportunities for scaling up and disseminating program results and lessons learned among relevant audiences.		and management actions agreed to address the issues identified.
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### Evaluation Plan

*To be finalized as part of the development of a M&E plan, undertaken by the Grant Management Agency as part of the design of the program.*

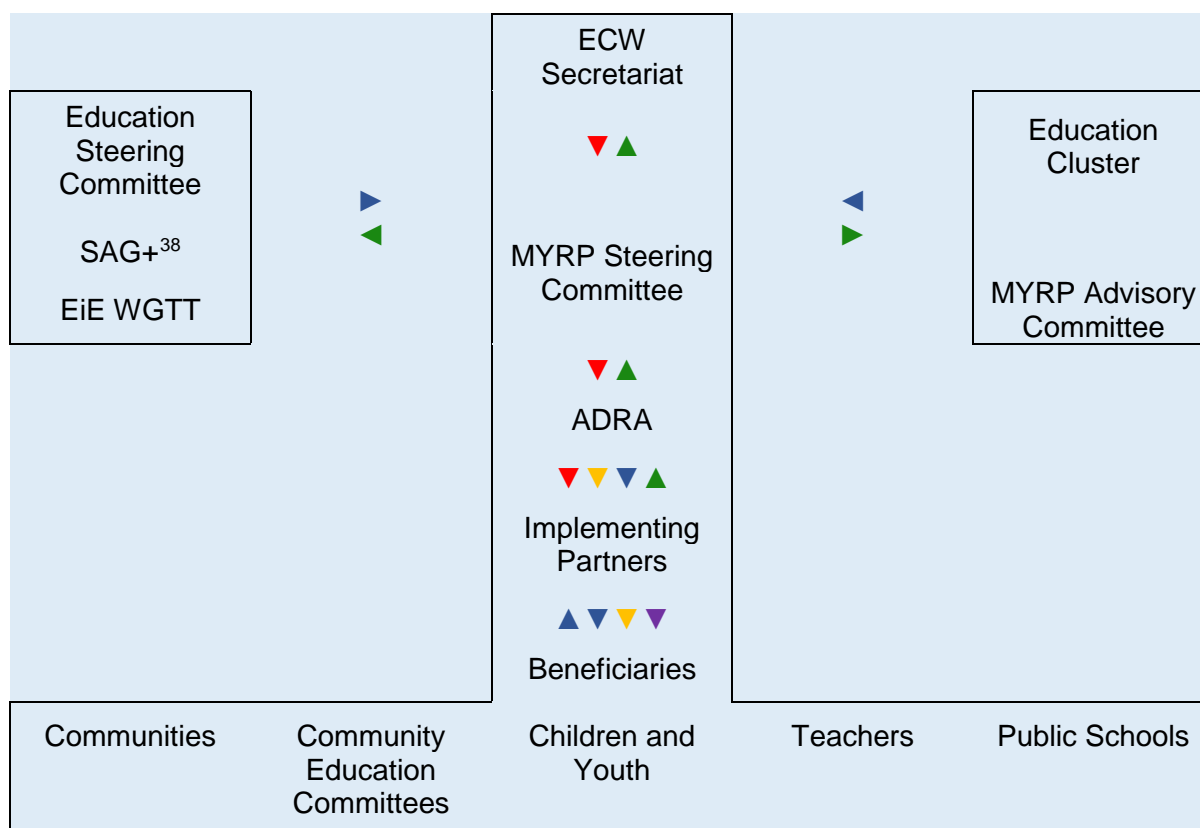
<b>Evaluation Title</b>	<b>Partners</b>	<b>Output</b>	<b>Outcomes</b>	<b>Planned Completion Date</b>	<b>Key Evaluation Stakeholders</b>	<b>Cost and Source of Funding</b>
Mid-term evaluation	Grant Management Agency	Mid-term evaluation report	Refined program design if appropriate	After 18 months of program implementation	Implementing partners, government and donors	Included in the ECW seed funding budget
Final impact evaluation	Grant Management Agency	Final evaluation report	Dissemination of lessons learned and recommendations for scaling up	End of year 3	Implementing partners, government and donors	Included in the ECW seed funding budget

## GOVERNANCE AND MANAGEMENT ARRANGEMENTS

### Governance Structure

Program management and governance arrangements are presented in the diagram below and in the table that follows. In this diagram the following colour scheme is used:

- A red arrow (▼) indicates a contractual relationship
- An orange arrow (▼) represents flow of funds
- A green arrow (▲) indicates a reporting channel
- A blue arrow (▶) represents a flow of information or advice
- A purple arrow (▼) indicates provision of assistance



<b>Governance Body</b>	<b>Roles and Responsibilities</b>
<b>ECW Secretariat</b>	The ECW Secretariat is considered a central partner in this process and, following review and approval of this proposal, will provide the initial seed funds and will play a critical role in advocating, and supporting field-based partner's advocacy, for further resource contributions from other donors to reach the optimal funding target of the multi-year program. During the implementation phase, ECW will provide strategic oversight and technical guidance in order to produce the agreed program results. The ECW Secretariat will also provide: technical assistance and knowledge sharing, together with an oversight and quality assurance role with regard to program implementation. ECW will

<sup>38</sup> SAG+ consists of seven (7) active EiE agencies working in Somalia who came together to provide strategic guidance during development of this MYRP. The 7 members of SAG+ are ADRA, Relief International, World Vision, Save the Children, Norwegian Refugee Council, Mercy Corps and SHARDO. The education cluster coordinates activities of SAG+

<b>Governance Body</b>	<b>Roles and Responsibilities</b>
	additionally, in consultation and agreement with other donors, be responsible for: approving any major adjustments to the program that are proposed by the Program Steering Committee (PSC); reviewing high-level reports on progress of the program; and approving utilisation of additional donor funding. Donors will sign a contract with the ADRA allowing them to deposit their financial contributions into the Joint Program Account.
<b>Program Steering Committee (PSC)</b>	To ensure coordination between partners, the in-country PSC will be a high-level oversight entity for the program composed of MoECHE, national education cluster, development partner and World Bank representatives at the heads of agency level and representatives of civil society and program beneficiaries. The primary responsibility of the PSC is the provision of overall strategic guidance for the program. Based on the recommendations of a Technical Team (see below), the PSC will endorse the selection of the Grantee and implementing partners (IPs). The PSC will also lead the policy advocacy and resource mobilization efforts for the program in the country. The PSC will report to the ECW Secretariat on a biannual basis to ensure accountability for the program results and money spent. Prior to and in the course of program evaluations, the PSC will serve as the Evaluation Management Team to endorse the evaluation design, results and management response as advised by the Technical Team.
<b>Program Advisory Committee (PAC)</b>	To ensure effective multisectoral coordination, the in-country PAC will provide advice to the PSC. The PAC will comprise representatives of relevant national ministries.
<b>EiE Working Group Technical Team</b>	To avoid duplication and ensure consistency, the EiE Working Group Technical Team (WGTT) is an in-country review and advisory committee consisting of nominated EiE WG members with the addition of at least two development partner representatives who have significant experience in the education sector in the FGS and Member States, including experience in the design and implementation of large-scale programs. The WGTT will review the applications for the selection of IPs and make a recommendation to the Grantee and the Steering Committee for endorsement. During the implementation phase, the WGTT will help to ensure coherence in IP interventions and will liaise directly with the Grantee. The WGTT will ensure the standardization of approaches in different education interventions with respect to cost-efficiency and cost-effectiveness. This may include common assessment tools, capacity development efforts and teaching and learning materials among other program components. The WGTT, in consultation with the Grantee, will also provide guidance in the development of project-specific M&E plans and reporting mechanisms. Prior to and during program evaluations the WGTT will serve as the Evaluation Reference Group, advising the PSC.
<b>Grantee</b>	ADRA will be accountable for overall program oversight, program disbursement, fiduciary management and program reporting. It will be responsible for: administrative management of the program; receiving donor contributions; disbursement of funds to IPs in line with the UN Harmonized Approach to Cash Transfers (HACT); consolidation of periodic and final financial reports and statements; and conducting

<b>Governance Body</b>	<b>Roles and Responsibilities</b>
	external audits. ADRA will sign contracts with the contributing donors, allowing them to deposit their financial contributions in the program account. The Grantee will be responsible for overall program coordination. In this regard, it will undertake the following tasks, among others: overall coordination of IPs; compilation of annual work plans; consolidation of program reports; monitoring of IPs; and reporting to the PSC. This will also include: costing for undertaking cross programme activities related to advocacy, capacity and systems development; information management; program coordination; and program monitoring and evaluation.
<b>Implementing Partners</b>	The selected IPs (INGOs, LNGOs, civil society organizations) will assume full programmatic and financial accountability for funds disbursed by ADRA. They will directly implement the activities in terms of Program Cooperation Agreements (PCAs) signed with ADRA and contribute to the achievement of common program targets. The IPs will conduct field-level monitoring and provide reports as stipulated in the PCAs and based on the agreed project-specific results in conformance with the overall program indicators. The IPs will be particularly responsible for ensuring that program beneficiaries participate in decision making and that their concerns are both heard and acted upon; in the program inception phase specific mechanisms will be developed in this regard for reporting to the Grantee and the PSC.
<b>Third-party monitoring entity</b>	After consultation between the PSC (advised by the WGTT), the SAG+ and ADRA, a third party will be engaged to monitor the progress and quality of program implementation

### Ensuring Transparent Governance

- This MYRP proposal was developed under auspices of the SAG+ and Education Cluster (co-led by Save the Children and UNICEF) through a highly consultative process and is aligned with the national priorities in the education sector. MoECHE is represented in the governance structure through membership of the PSC and its advisory structure, the WGTT; full alignment with MoECHE priorities is thus ensured.
- The WGTT will support the PSC and make recommendations to aid decision making.
- All PCAs with IPs will require commitment to the program results framework (Section V above) and budget allocations (Section VI above).
- Only the PSC will have the authority to approve changes to the results framework and budget allocations.
- IPs will be selected through a transparent and competitive process guided by the Grantee. Terms of reference for the IPs will be approved by the PSC.
- A transparent communication strategy will ensure public availability of key documents, including using web-based materials.

### Program Management and Coordination

The program will be directed strategically by MoECHE with oversight by a Program Steering Committee (PSC) chaired by the MoECHE and comprising key stakeholders (such as UN agencies, development partners, beneficiary representatives and donors). The PSC will meet quarterly and additionally as program circumstances dictate. The Grantee will be responsible for day-to-day, month-on-month and year-on-year coordination and fiduciary management of program implementation, ensuring that all program interventions are appropriately designed, implemented, monitored and evaluated. The Grantee will have observer status on the PSC.

The role of the PSC and its advisory structure, the WGTT, have been outlined in the table above. More specific roles of the PSC include:

- Facilitating competitive selection process for the allocation of grants to implementing partners – in conjunction with the Technical Committee and MYP Steering Committee (where final decisions will lay),
- Monitoring progress of projects with implementing partners (including annual targets), and coordinating evaluation (in coordination with independent Monitoring Entity)
- Ensuring that implementing partners follow the agreed reporting process, (semi-annual and annual progress reports, and final reporting), and consolidating reported results for the MYP Steering Committee with donors and ECW Secretariat,
- Monitoring programme level risks, and ensuring appropriate risk management measures by implementing partners – including child safeguarding risks,
- Coordinating programme scale-up with existing or new partners based on funding received,
- Organising meetings and reporting to the MYP Steering Committee, ECW and other Donors.
- Organising annual and mid-year programme reviews and preparing programmatic evidence-papers for decision-making at steering committee level.

Additional management and coordination mechanisms are broken down below:

<b>Mechanism</b>	<b>Members</b>	<b>Role</b>	<b>Frequency</b>
Program Steering Committee	Federal Minister of Education, Ministers of Education in regional states, grantee, UN agencies, development partners, IPs and donors	Governance of the program: strategic direction, oversight, guidance and high-level risk management. Monitor and facilitate effective working relationships between the grantee and the MoECHE/MoEs.  It is proposed that a single Steering Committee be set up jointly by all program partners contributing to the MYRP to increase efficiency and coordination.	Quarterly
Program Management Committee	MoECHE DG and heads of relevant departments; DGs from Federal Member States, Grantee Project Management Unit staff	Management of the program activities. Allows for collaborative processes between the Grantee and the MoECHE for co-design and co-management of activities, and for MOECHE to take the lead in the actual planning and implementation, assisted by the Grantee.	Monthly and if/when needed.
Technical Working Groups: Quality Assurance System, teacher training,	Technical specialists of the MoECHE at Federal level; technical staff of the Grant Agent with expertise in the area.	These smaller groups will focus on ensuring technical quality and learning	Quarterly basis (shorter frequency may be considered on a as needed basis)



Mechanism	Members	Role	Frequency
system strengthening			

### Management of Funds

Considering the high level of need, it is proposed that ECW commits initial seed funding of **US\$ 8,732,230.00** for three years and will play a critical role in advocating for additional contributions from other donors to reach the funding target of the program. All funds, whether from ECW or other donors, will ultimately be managed transparently by ADRA. The PSC will approve proposals. Contributing donors, including the ECW Secretariat, will sign contracts with ADRA and deposit their financial contributions into the grantee account. Contributing donors will receive reports on the utilization of their donations as per the contracts signed with the Grantee.

In the interim ADRA will contract and disburse funds to IPs using the Agency's own financial modalities and implementation models. The following modalities are proposed to ensure efficiency and transparency in the management of program funds, whatever their source.

ADRA will be responsible for:

- Receiving donor contributions;
- Conducting a call for proposals and contracting IPs, subject to approval by the PSC;
- Requesting approval for funds released by the PSC;
- Disbursement of funds to IPs that have been assessed within the UN Harmonized Approach to Cash Transfers (HACT) framework;
- Ensuring that utilization by IPs of grants governed by PCAs complies with: (i) the MYRP proposal; (ii) the applicable ECW and donor policies and guidelines for the specific grant; and (iii) the IP's own proven programme and financial management policies and procedures – one of the selection criteria for IPs;
- Undertaking fiduciary oversight and independent programmatic oversight and audit processes, responsibilities to be defined in the ToR of the Grantee
- Monitoring MYRP implementation at both the recipient and sub-recipient levels and reviewing recipients' and sub-recipients' financial and program reports for adherence to requirements and technical soundness;
- Review and consolidate periodic and final financial reports and statements; and
- Organizing external audits.

ADRA will ensure the full-time deployment of a programme manager, a human resources manager, an accountant and sufficient administrative staff.

### Implementing Partners

Program implementation will be undertaken by implementing partners (IPs), who will design projects meeting defined criteria and requirements of the program and will obtain grant funding through a competitive bidding process. A partnership or consortium approach will be encouraged, with weight being given in the assessment of proposals to strong partnership arrangements that maximise coordination and complementarity between agencies, with partners bringing their respective strengths to the projects. This will help to ensure a strong role for a wide range of partners in implementation, including local and international NGOs and civil society organisations.

As with any consortium arrangement, a single eligible (HACT-approved) agency must act as lead.

Each implementing partnership or consortium will implement individual projects according to designs approved by the PSC and in accordance with MYRP requirements.

The selection of IPs will involve the following steps:

- Requests for proposals (RFPs) and expressions of interest (EOIs) will be coordinated by ADRA through the ECW SAG+ and approved by the PSC. Criteria for the selection of IPs are presented below.
- The IP selection processes will be discussed and agreed upon within SAG+ and approved by the PSC.
- ADRA will use its internal contracting and procurement procedures to contract IPs and disburse program funds. The quality and integrity of these procedures will be a criterion in the selection of the Grantee.

Criteria for IP selection are as following:

- IPs must adhere to HACT rules and regulations as stipulated in guidance in Annex 4.
- IPs must be registered by the Federal Government of Somalia
- IPs must have proven programme management and financial management experience, demonstrated through the submission of financial and monitoring records.
- IPS must align with the MYRP outcomes.
- The work of IPs must advance the priorities of the WGTT for crisis-affected children and youth report using the WGTT framework.
- IPs must have proven EiE experience and education development experience in Somalia or in similar emergency-affected contexts. Experience in delivering programmes in insecure environments and ability to manage significant security and conflict-related risks are essential.
- Priority will be given to partners who are already operational on the ground in Somalia and those who have received any one-year emergency-related funding (such as the ECW first window funding) that needs to be sustained and adapted to the MYRP based upon a RFP issued by the Grantee.
- The geographical presence of IPs in Somalia must cover at least one region.
- Lead IPs must submit a MoU between the lead agency and subcontracted partners;
- IPs must submit a MoU with MoECHE.
- IPs must be able to report comprehensively against ECW core indicators and MYRP project-specific results (see Section V above).
- IPs together with consortium partners must demonstrate appropriate and sufficient expertise related to gender and disability inclusion.
- IPs must agree to report within the MYRP framework and could coordinate and consult with existing government structures, basing their projects on Somalia's education policies.
- Proposals will ensure that projects are not duplicating target beneficiaries or activities in specific locations under other projects or programmes.
- Proposals will target beneficiaries identified through a detailed assessment process undertaken, ensuring that beneficiary selection and targeting is in line with the MYRP, including specific targeting of emergency-affected children.

IPs may need to complement MYRP funding with their own resources, in line with the MYRP, through bilateral agreements with the Grantee. In such cases the IP must ensure coordination with the Grantee and the WGTT. This will include reporting by IPs in line with the requirements of the MYRP.

Considering partners' commitment to reach the most marginalised and vulnerable girls and boys in Somalia, child safeguarding is the foremost priority of the MYRP. Ensuring that all girls and boys are protected and that the programme does not harm children and the communities within which they live is essential. Consortia lead must all adhere to strict Safeguarding and

Child Safeguarding policies and procedures used by the ADRA Network, the Protection Cluster's Protection Guidelines and World Vision's ADAPT guidelines on child protection and safeguarding; and will be responsible for ensuring that all downstream partners, with whom they work, are sufficiently trained in safeguarding and comply with organisational policies and procedures. In addition, the programme will have robust accountability mechanisms which will be established and sensitised amongst communities of the programme will work, so that all stakeholders are able to record complaints and/or concerns about any aspect of MYRP programming. Such complaints will be formally recorded so that appropriate action taken. In the event that a safeguarding incident were to occur, the PSC will notify the donor in a timely manner, as per safeguarding reporting procedures.

Additionally, Education partners within Somalia are equally committed to ensuring that staff work in a safe and conducive environment free of Sexual Exploitation and Abuse. Consortia leads must all adhere to strict SEA policies and procedures and will be responsible for ensuring that all downstream partners, with whom they work, are sufficiently informed and prepared to prevent and address incidents in a sensitive and appropriate way in accordance with organisational policies and procedures.

### **Ways of working**

Implementation will be coordinated to maximize capacity and reach. This will include coordination on partners' selection and through the following mechanisms:

- **Partnership agreements:** To enable the timely issuing of partnership agreements, designated Grantees will use their agency-approved template. This measure is in the spirit of Joint agreements and enables a light-weight means of underpinning these shared values.
- **Joint monitoring and reporting:** Each partnership agreement will clearly specify that only one ECW monitoring or progress report is required for each reporting phase. This single report will be shared among and submitted jointly to grant agent(s). This will be the case regardless of whether or not funding is provided to implementing partners by one or more Grantee. Report drafts will be reviewed by the PCS ahead of submission.
- **Co-branding:** In order to demonstrate enhanced collaboration, all documentation funded through ECW contributions will follow the outlined branding guidelines. Co-branding is also to ensure implementing and operational partners who make contributions are provided with enhanced visibility and recognition for their work.

### **Sustainability Plan**

ADRA Somalia possesses over 27 years' experience implementing various programs in Somalia (South and Central Regions, Puntland and Somaliland) in the fields of Education, WASH, Health, Resilience, Emergency Response, Governance, and Peace and Conflict resolution among others. The issue of sustainability of projects has been approached through integration of projects, capacity building of government structures, and building community participation and ownership of projects from the onset. On this basis, the MYRP has been designed with a sustainability lens and at the initial stage through involvement and collaboration of State level MOEs. At the design stage, consultation meetings have been held with respective MOEs to get their input and assist in identifying critical areas of intervention with reference to OOSC. Additionally, the project is aligned to the Education Sector Strategic Plans (ESSP) which anchors the vision and mission of the state MoEs and gives priority to quality and equitable access to basic education for OOSC.

The project will explore measures to embed and integrate sustainability of the project at various levels:

a) **Line Ministry level.** The project will build the capacity of MoECHE and State MoEs through trainings, technical support and mentoring to enhance coordination, planning, supervision and quality control and data management. The project will develop joint project implementation frameworks and monitoring plans to enhance accountability and support for the project. Key MOE departments that are directly involved in project implementation such as EiE, formal education, quality assurance, gender, Education Management Information System (EMIS), and policy and planning will be technically supported. This project, through

The MYRP will also develop a project sustainability plan with MoECHE and State level MoEs as part of project close out plan.

b) **Project schools and target community level.** At a community level CECs are critical to the sustainability of projects. They serve as a link between the school community, Implementing Partners (IP), and the MOEs. The MYRP proposes to build the capacity of CECs to develop sustainable School Management and Improvement Plans. Each school CEC and community will sign a Memorandum of Understanding (MOU) that clearly spells out their roles and responsibility in the development and sustainability of school programs.

c) **Education Sector Coordination (ESC) level.** Zonal ESCs has been critical in effective coordination of education sector and sub sector development partner plans and activities. The MYRP will collaborate and coordinate the implementation of project activities to build synergy with other stakeholders. ESC has the mechanism to create platforms for sub-sector technical working groups to enhance learning and resource sharing. Additionally, the annual Joint Review of Education Sector (JRES) by the State MoEs will help the project to align and incorporate its plans and activities into the annual master plans.

## ANNEXES

### ANNEX 1: RISK ANALYSIS

#### Risk management tool guidelines

1. The risk matrix below identifies risks and indicates by whom they will be managed. The program risks will be updated quarterly to reflect the changing context and maturity of the programme. The Grant Management Agency will be responsible for ensuring that the risk matrix is collaboratively and transparently updated and for monitoring the implementation of agreed mitigation actions. Key risk mitigation actions include:
  - tolerate the risk or take more risk (depending on the importance of the impact);
  - treat the risk;
  - transfer the risk; or
  - terminate the risk-affected intervention.
2. Risks are presented in the matrix below in five categories:
  - Context: Contextual risks include political developments, the economic situation and environmental factors.
  - Delivery: Risks related to delivery are those which affect the performance of the programme, such as access difficulties and acceptance of the program interventions by beneficiaries.
  - Safeguarding: An important aspect of delivery risk is to 'do no harm' – risks considered include those potentially impacting on social exclusion, for example in the selection of beneficiaries.
  - Operational: Operational risks relate to the available capacity and capability to manage the programme effectively, including risks associated with the program management team and its supply chain.
  - Fiduciary: Fiduciary risks relate to the funds not being used for the intended purposes and/or not being properly accounted for.
3. Risk impact and risk probability - definitions

#### Definitions – Impact

Minor	Risk/issue with a minor effect on the achievement of programme objectives
Moderate	Risk/issue with a moderate effect on the achievement of programme objectives
Major	Risk/issue with a major effect on the achievement of programme objectives
Severe	Risk/issue with a severe effect on the achievement of programme objectives

#### Definitions – Probability

Low	Low probability of failure to achieve outcomes. Overall losses in outcomes and impacts are likely to be small.
Medium-Low	Modest probability of failure to achieve outcomes and/or modest losses in outcomes and impacts when failure occurs.
Medium-High	Higher probability of failure to achieve outcomes and significant losses in outcomes and impacts when failure occurs.
High	Substantial probability of failure with very significant losses in outcomes and impacts when failure occurs.

4. Mitigation measures  
Mitigation measures should identify a timeframe for actions, where applicable.

#### 5. Residual Risk

The focus should be on the residual risk – the risk that remains after action has been taken to manage or mitigate it.

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
<b>Context</b>						
Military conflict in rural areas			No mitigation measures are within the capability of program management			FGS
Clan conflict			No mitigation measures are within the capability of program management			FGS
Natural calamities (extensive drought, famine, flooding)			No mitigation measures are within the capability of program management			
Many targeted communities are in hard-to-reach areas and will not benefit from program interventions			The program will draw from the outset on local NGOs in hard-to-reach areas – these NGOs are familiar with the terrain and accepted by local communities			MoECHE/ADRA
Intra- and inter-clan relations are tainted because of in- or exclusion of some locations and /or education facilities.			The program will involve all targeted communities in program implementation from the onset. Possible conflict triggers e.g. location of facilities will be determined based on needs basis, with most needy locations being prioritised			MoECHE
Private schools are included as part of schools targeted by the MYRP.			From project inception, ADRA will engage MoECHE and State MoEs to conduct an assessment of all targeted schools, to ensure that it is only public schools which will participate in the MYRP.			ADRA/MoECHE/State MoEs
<b>Safeguarding</b>						
Safeguarding procedures at school level are not being			ADRA and MoECHE will ensure regular monitoring at school level to ensure safeguarding			MoECHE/ADRA

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
implemented by school management			and protection principles are being applied at school level			
Corporal punishment is happening at school level			Teachers will sign code of conduct			MoECHE/ADRA
Contractors are using children as labourers at construction sites			Contractors will sign code of conduct which will be assessed by GMA during entire duration of contract			MoECHE/ADRA
<b>Operational</b>						
The shortfall in funding for EiE is not fully covered by donors other than ECW			MoECHE and the PSC will, within six months of program inception, create a pooled funding mechanism that will reduce transaction costs			MoECHE/ADRA
Implementing partners may not have the capacity to competently implement the intervention in respective locations			ADRA, MoECHE and Education Cluster will conduct risk management eligibility and technical capacity reviews for all IPs who will be shortlisted, to ensure they have the experience and expertise to implement the MYRP			MoECHE/ADRA/Cluster
MoECHE and State level MoEs are not able to closely monitor project implementation			ADRA and Cluster will develop a simplified monitoring template to be used by quality assurance departments in respective ministries. In addition, technical officers embedded at the Ministries will among their key roles ensure close monitoring of project activities			ADRA/Cluster
<b>Fiduciary</b>						



GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Funds are diverted to unintended and/or illegitimate uses			A key criterion in the selection of the Grantee will be sound internal controls, including financial controls			ADRA

## CHILD SAFEGUARDING RISK ASSESSMENT

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level (Extreme/High/Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline/frequency for monitoring risk
Implementing partners lack resources and/or capacity to implement child safeguarding measures.	The partners' staff, volunteers and associates working directly with [or in contact with?] children may expose children to harm.	Likelihood – Likely  Consequence – Major  <u>Level = Major</u>	<ul style="list-style-type: none"> <li>Implementing partners will be required to mainstream child protection in planned activities.</li> <li>Grantee and MoECHE will ensure that one of the implementing partners is strong on child safeguarding and will be required to provide guidance to other IPs during entire duration of the MYRP.</li> <li>Briefings will be held on a regular basis with the staff, volunteers and associates of implementing partners to remind them of code of conduct obligations and consequences of breaches.</li> <li>Partners will utilize in-house technical capacity to train their volunteers staff on child protection minimum standards.</li> <li>The Education Cluster and Child Protection sub cluster will collaborate to ensure partners are trained on the integration framework between the 2 sectors.</li> </ul>	Implementing partners  At the beginning of the programme and continuous during the project implementation.
Teachers, CECs and support staff at school level (guards, cooks, cleaners, drivers) will have direct contact with children and other educational	This category of people could harm children through emotional, physical or sexual abuse (including grooming) or neglect Teachers may not always give	Likelihood – Possible  Consequence – Major/Extreme  <u>Level = Medium</u>	<ul style="list-style-type: none"> <li>IPs will be required to screen and vet staff and where contracted, vendors appropriately and this evidence provided to the grantee on request.</li> <li>Teaching staff, CECs and project staff will undergo annual induction on child protection and the participants list provided on request by the grantee.</li> </ul>	The senior management of the implementing organization.  At the beginning of the programme and thereafter quarterly

<b>Activity/Factor</b> (e.g. children will be travelling to and from project activity)	<b>Child Safeguarding Risk(s) Identified</b> (e.g. children are unaccompanied)	<b>Level (Extreme/High/Medium/Low)</b>	<b>Mitigation Strategy/Action(s)</b>	<b>Person(s) responsible &amp; Timeline/frequency for monitoring risk</b>
facilities, possibly with limited supervision.	appropriate oversight/supervision based on trust		<ul style="list-style-type: none"> <li>All implementing agencies will provide teaching, and any other staff or volunteers having direct contact with children with child safeguarding training (part of inductions and ongoing training).</li> <li>Schools will provide group (rather than individual) spaces for teaching and other interactions between teaching staff and students.</li> <li>Teaching staff schedules will be arranged to avoid 1-on-1 lessons.</li> </ul>	
Children (especially girls and children with disabilities) will travel to and from school in often insecure distances.	<p>The children will be discriminated against at school and community levels.</p> <p>The children may be prone to more violations.</p>	<p>Likelihood – Likely Consequence – Major</p> <p><u>Level = Major</u></p>	<ul style="list-style-type: none"> <li>The programme will limit travel distances, bringing education opportunities closer to children and their communities.</li> <li>Where distances are long, implementing partners will design, develop and implement appropriate interventions to address proximity issues (e.g., scholarship that can cover out of pocket expenses such as transport).</li> <li>Design special measures to ensure protection of children with disabilities. This may include being accompanied to school, where distances are long.</li> <li>Ensure community awareness on providing care and support to children with disabilities.</li> <li>Project partners will be encouraged to participate in the roll-out of MoECHE Special Education Needs Policy at school level.</li> </ul>	<p>Project Staff</p> <p>This must be done at the beginning of the project.</p>
Programme will involve children who may be	Children with specific disabilities may have limitations	Likelihood – Possible Consequence – Moderate	<ul style="list-style-type: none"> <li>Programme partners will be encouraged to participate in the roll-out of MoECHE Special</li> </ul>	Project staff.

<b>Activity/Factor</b> (e.g. children will be travelling to and from project activity)	<b>Child Safeguarding Risk(s) Identified</b> (e.g. children are unaccompanied)	<b>Level</b> (Extreme/High/Medium/Low)	<b>Mitigation Strategy/Action(s)</b>	<b>Person(s) responsible &amp; Timeline/frequency for monitoring risk</b>
vulnerable due to disability or special needs.	communicating with adults; projects might not provide opportunities for children to share information about previous issues or abuse, staff may not understand how to identify child abuse or risk factors.	<u>Level = Medium</u>	<p>Education Needs Policy at school level. Respective staff will participate in roll-out at their respective zones.</p> <ul style="list-style-type: none"> <li>• Programme staff will be trained on child safeguarding and reporting procedures to be able to respond appropriately to potential abuse of children uncovered in the project.</li> <li>• Ensure that all staff connected are made aware of child protection issues, including how to identify signs of different forms of abuse and respond to allegations.</li> <li>• Ensure recruitment of the special needs education teachers who understand the children's situation and mode of communication.</li> </ul>	At the beginning of the programme and continuous during the project implementation.
There is likely to be documentation and promotion of activities using media, reports, and social media associated with the programme.	Children's images and information risk being made available, or identifying factors revealed in photos and other documents.	<p>Likelihood – Unlikely Consequence – Moderate</p> <p><u>Level = Low/likely</u></p>	<ul style="list-style-type: none"> <li>• All partners involved in implementation will be required to utilize their in-house communications technical capacity to train media houses on child media reporting.</li> <li>• Establish required criteria for all implementing partners relating to the use of the collection and use of images of children (to be included in contract agreements and covered under project monitoring activities).</li> <li>• Ensure all programme, and implementing partners, staff are aware of policies on using images of children – including all media and social media materials.</li> <li>• It will be a requirement that all parents/caregivers will be asked for permission</li> </ul>	<p>Project Staff.</p> <p>At the start of the project and regular monitoring.</p>

<b>Activity/Factor</b> (e.g. children will be travelling to and from project activity)	<b>Child Safeguarding Risk(s) Identified</b> (e.g. children are unaccompanied)	<b>Level (Extreme/High/Medium/Low)</b>	<b>Mitigation Strategy/Action(s)</b>	<b>Person(s) responsible &amp; Timeline/frequency for monitoring risk</b>
			<p>(written informed consent forms) for images of children to be used in material.</p> <ul style="list-style-type: none"> <li>All partners involved in implementation, who may be involved in promoting the progress of the programme and related projects, will be assessed for CP policies and standards.</li> </ul>	
Children targeted in projects will often be in remote locations, and local child protection mechanisms and systems may not be strong or clear in these communities.	Children, parents and teaching staff (and others involved in the programme) in the target areas may not be aware of how to report incidents, and some incidents may not be properly reported.	<p>Likelihood – Likely Consequence – Moderate</p> <p><u>Level = Medium</u></p>	<ul style="list-style-type: none"> <li>Teachers, other staff will be made aware of programme reporting methods (e.g. hotline), and access to these communication methods will be promoted in the programme.</li> <li>Reporting mechanisms / methods will be required to be established by implementing partners.</li> <li>Children will be made aware that they can raise concerns about their safety.</li> <li>Community mechanisms established to report safety concerns about children.</li> </ul>	Project Staff This will be done on a regular basis
Implementing partner staff, volunteers and associates have contact with children	Partners will be required to implement specific projects and to ensure children are safe, and their child safeguarding systems and practices may not be sufficiently rigorous, which could result in harm to children.	<p>Likelihood – Unlikely Consequences – Major</p> <p><u>Level = Medium</u></p>	<ul style="list-style-type: none"> <li>Partners will be assessed for their own child protection policies and safeguarding measures.</li> <li>Partners will be required to ensure mitigation steps are taken where risks to children are identified as part of projects – e.g. if children are moving from their home community.</li> <li>All staff connected with the programme will be provided with thorough training on recommended ECW SAG+ Code of Conduct (in local language).</li> <li>All breaches will be effectively responded to as per policy.</li> </ul>	Senior Management of the implementing partners. This should be at the beginning of the project.

<b>Activity/Factor</b> (e.g. children will be travelling to and from project activity)	<b>Child Safeguarding Risk(s) Identified</b> (e.g. children are unaccompanied)	<b>Level (Extreme/High/Medium/Low)</b>	<b>Mitigation Strategy/Action(s)</b>	<b>Person(s) responsible &amp; Timeline/frequency for monitoring risk</b>
			<ul style="list-style-type: none"> <li>• Ensure all project staff sign up to the code of conduct to ensure child safeguarding.</li> <li>• Ensure reporting mechanisms are designed and developed at all levels of the programme cycle to enhance children's safety.</li> </ul>	
Protection risks for children posed by insecurity and armed conflict, disasters and epidemics.	Children attending community-based schools and taking part in other program activities will be at risk from armed conflict, disasters and epidemics	Likelihood – Likely Consequence – Major <u>Level = Major</u>	<ul style="list-style-type: none"> <li>• Implementing partners will be required to design projects that address protection risks related to conflict and violence, strengthen safety and resilience of students, teachers, communities and education facilities; provide referral support for children in need of psychosocial support; and provide life skills education for adolescents and youth.</li> <li>• As part of the above, the following will be undertaken to help mitigate the risk of conflict and violence: child participatory hazard and risk mapping around schools and community; mine risk education; youth and student dialogues (linked to schools as zones peace); the development of school based multi-hazard preparedness plans (e.g., emergency drills); the inclusion of practical risk reduction and environmental awareness measures in school and extra-curricular learning materials and life skills (e.g. early warning, first aid, knowledge on climate and energy; school/community safety plans) and safe school construction (including promotion of building codes) in risk prone areas.</li> </ul>	Implementing partners

<b>Activity/Factor</b> <i>(e.g. children will be travelling to and from project activity)</i>	<b>Child Safeguarding Risk(s) Identified</b> <i>(e.g. children are unaccompanied)</i>	<b>Level (Extreme/High/Medium/Low)</b>	<b>Mitigation Strategy/Action(s)</b>	<b>Person(s) responsible &amp; Timeline/frequency for monitoring risk</b>
			<ul style="list-style-type: none"> <li>• Community based solutions should be designed to protect children, especially in areas controlled by non-state armed actors.</li> <li>• Safe corridors must be negotiated with parties to the conflict, in case of engagement to ensure protection of children.</li> <li>• Partners will be required to facilitate schools' capacity building on disaster preparedness and ensure that school disaster preparedness and response plans are in place. Evidence of annual revision of the plans to be made available to the grantee on request</li> </ul>	



## ANNEX 2: OVERALL PROGRAMME BUDGET

Budget item description	Numb er	Unit	Unit Cost	Sub-total outcome	Outcome Total	PLANNED BUDGET BY YEAR		
						Y1 (20%)	Y2 (40%)	Y3 (40%)
<b><u>Output 1.1: Provision of sufficient water and food for EiE</u></b>								
Provide safe drinking water for crisis-affected children 116400 students in 431 schools in 15 months, 116400 is 20% of total enrolment of 582K, Calculated (431*15) =6465	6,465	Persons	\$ 110.00	\$711,150	\$ 11,187,150.00	\$142,230	\$284,460	\$284,460
Provision of school feeding to crisis-affected children 116400 students in 431 schools in 15 months, 116400 Students is 20% of overall enrolment,(	116,400	Persons	\$ 90.00	\$10,476,000		\$2,095,200	\$4,190,400	\$4,190,400
<b><u>Output 1.2: School construction, school rehabilitation (minor repairs), replacement of classroom furniture and provision of mobile schools</u></b>								
Construct new schools where schools have been destroyed with an emphasis on safety, child protection and inclusion of children with special needs (60 School*8 classes inclusive per school) Calculated (60*8)=480	480	Classrooms	\$ 8,500.00	\$4,080,000	\$ 6,236,400.00	\$816,000	\$1,632,000	\$1,632,000
Rehabilitate schools with an emphasis on safety, child protection and inclusion of children with special needs (60 Schools* 8 classes inclusive per school) Calculated 60*8 =480	480	Classrooms	\$ 2,500.00	\$1,200,000		\$240,000	\$480,000	\$480,000
New Classroom furniture (60 schools in 8classes each classroom will cost 1.120) Calculated =60*8=480	480	Classrooms	\$ 1,120.00	\$537,600		\$107,520	\$215,040	\$215,040

Budget item description	Numb er	Unit	Unit Cost	Sub-total outcome	Outcome Total	PLANNED BUDGET BY YEAR		
						Y1 (20%)	Y2 (40%)	Y3 (40%)
Repair/Replace damaged Classroom furniture (60 schools each classroom will cost 560) Calculated =60*8=480	480	Classrooms	\$ 560.00	\$268,800		\$53,760	\$107,520	\$107,520
Provide mobile schools(50 schools (each schools 10 tents)	50	Tents	\$ 3,000.00	\$150,000		\$30,000	\$60,000	\$60,000
<b><u>Output 1.3: Incentives are paid to teachers</u></b>								
Pay incentives to teachers in emergency-affected schools(Pay incentives to teachers in emergency-affected schools 2500*36 months) Calculated 2500*36	90,000	Teachers	\$ 100.00	\$9,000,000.00	\$ 11,700,000.00	\$1,800,000	\$3,600,000	\$3,600,000
Pay incentives to head-teachers in emergency-affected schools(500*36)	18,000	Head teacher	\$ 150.00	\$2,700,000.00		\$540,000	\$1,080,000	\$1,080,000
<b><u>Output 1.4: ABE programs are provided for out-of-school youth</u></b>								
Provide ABE programs for out-of-school youth in rural and IDPs children 15% of overall enrollment (81480)*3Yrs Calculated 81480*3 =244440	244,440	Learners	\$ 120.00	\$29,332,800	\$ 29,332,800.00	\$5,866,560	\$11,733,120	\$11,733,120
<b><u>Output 1.5: Communities are aware of the importance of continuity in education</u></b>								
Conduct awareness campaigns on the importance of continuity in education 431 schools in 3yrs, Calculated 431*3	1,293	Schools	\$ 600.00	\$775,800.00	\$ 775,800.00	\$155,160	\$310,320	\$310,320
<b><u>Output 2.1: TLM are provided for learners in EiE</u></b>								
Provide TLM 1400 lump-sum TLM 300 each state in 3Yrs Calculated 1400*3	4,500	Schools	\$ 375.00	\$1,687,500	\$ 2,367,284.00	\$337,500	\$675,000	\$675,000

Budget item description	Numb er	Unit	Unit Cost	Sub-total outcome	Outcome Total	PLANNED BUDGET BY YEAR		
						Y1 (20%)	Y2 (40%)	Y3 (40%)
Provide textbooks 582k@20%=58200/2=29,100 students (grades1-8)	29,100	Schools	\$ 14.00	\$407,400		\$81,480	\$162,960	\$162,960
Provide textbooks 582k@13.44% (grades 9-12);	10,000	Schools	\$ 24.00	\$240,000		\$48,000	\$96,000	\$96,000
Provide primary teachers' textbooks & guides (29100/40students per class)= 728*2	1,456	Schools	\$ 14.00	\$20,384		\$4,077	\$8,154	\$8,154
Provide secondary teachers' textbooks & guides (10,000/40students per class)= 250*2	500	Schools	\$ 24.00	\$12,000		\$2,400	\$4,800	\$4,800
<b>Output 2.2: Teachers in EiE are trained in subject matter, methodology and disaster management</b>								
Provide two weeks' off-site training per head teacher 431 in 1 time	431	Persons	\$ 200.00	\$86,200	<b>\$ 1,090,200.00</b>	\$17,240	\$34,480	\$34,480
Provide two weeks' off-site training per teacher per year 2500 in 1 time	2,500	Persons	\$ 200.00	\$500,000		\$100,000	\$200,000	\$200,000
Provide support for 70 school mentors for 36 months (2 mentors per 7 subjects for 5 states)	70	Persons	\$ 200.00	\$504,000		\$100,800	\$201,600	\$201,600
<b>Output 2.3: Teaching and learning are quality assured in schools in EiE</b>								
Train Quality Assurance Department staff in MoECHE and State level ministries (60 staffs (5 states travel/DSA) - (4 states + double Banadir)	60	Persons	\$ 501.00	\$ 30,060.00	<b>\$ 30,060.00</b>	\$6,012	\$12,024	\$12,024
<b>Output 2.4: CECs are trained in school improvement</b>								
Train CECs from emergency-affected communities in school improvement, including ownership and sustainability (3017 (431 schools*7 CEC members))	3,017	Persons	\$ 200.00	\$ 603,400	<b>\$ 603,400.00</b>	\$120,680	\$241,360	\$241,360

Budget item description	Number	Unit	Unit Cost	Sub-total outcome	Outcome Total	PLANNED BUDGET BY YEAR		
						Y1 (20%)	Y2 (40%)	Y3 (40%)
<b><u>Output 2.5: Recreational facilities are provided</u></b>								
Recreational facilities are provided for 120 EiE schools	120	Schools	\$ 1,300.00	\$ 156,000	\$ 156,000.00	\$31,200	\$62,400	\$62,400
						\$0	\$0	\$0
<b><u>Output 3.1: A MoECHE gender policy is developed, incorporating EiE</u></b>								
Develop gender-sensitive policy addressing challenges facing girls in EiE	1	Policy	\$ 10,000.00	\$10,000	\$ 10,000.00	\$2,000	\$4,000	\$4,000
<b><u>Output 3.2: More female teachers are recruited</u></b>								
Train more female teachers (500 female teachers [4 states + Banadir @100 teachers each])	500	Teachers	\$ 410.00	\$205,000	\$ 205,000.00	\$41,000	\$82,000	\$82,000
<b><u>Output 3.3: Girls' clubs are established</u></b>								
Establish and support girls'clubs in 431 schools	431	Schools	\$ 100.00	\$43,100	\$ 43,100.00	\$8,620	\$17,240	\$17,240
<b><u>Output 4.1: Key players are trained in psychosocial support and preparedness for emergencies</u></b>								
Train CEC members, teachers, school personnel and parents in psychosocial care and support, preparedness for emergencies, good hygiene practices (431*5=2155(head teacher, deputy head teacher, CEC chair and vice chair, and one teacher))	2,155	Persons	\$ 200.00	\$646,500	\$ 646,500.00	\$129,300	\$258,600	\$258,600
<b><u>Output 4.2: Good hygiene and health-related practices are promoted</u></b>								

Budget item description	Numb er	Unit	Unit Cost	Sub-total outcome	Outcome Total	PLANNED BUDGET BY YEAR		
						Y1 (20%)	Y2 (40%)	Y3 (40%)
Conduct campaigns related to hygiene promotion for schools, families and wider communities 3 times for 3 years	45	Schools	\$ 1,500.00	\$67,500	\$ 1,396,000.00	\$13,500	\$27,000	\$27,000
Distribute IEC and materials related to health and hygiene to emergency-affected schools	431	Schools	\$ 2,000.00	\$862,000		\$172,400	\$344,800	\$344,800
Improve hygiene and WASH facilities in emergency-affected schools 431 schools in 3 years	933	Schools	\$ 500.00	\$466,500		\$93,300	\$186,600	\$186,600
<b><u>Output 5.1: Campaigns are conducted to promote disaster mitigation and resilience</u></b>								
Support school level emergency plans for 431 CECs	431	Schools	\$ 1,050.00	\$452,550	\$ 661,550.00	\$90,510	\$181,020	\$181,020
Conduct campaigns to promote disaster mitigation, resilience and school emergency preparedness \$20,000 per state for 3 years	15	Schools	\$ 600.00	\$9,000		\$1,800	\$3,600	\$3,600
Conduct campaigns to promote integration of IDPs, returnees and refugees into host communities \$10,000 for 5 states for 3 years	15	Campai gn	\$ 10,000.00	\$150,000		\$30,000	\$60,000	\$60,000
Support the MoECHE in the development of a reintegration policy	1	Policy	\$ 50,000.00	\$50,000		\$10,000	\$20,000	\$20,000
<b><u>Output 5.2: Rainwater storage is improved</u></b>								
Improve rainwater storage 431-120=311 schools (minus new schools)*3	933	Schools	\$ 600.00	\$559,800	\$ 559,800.00	\$111,960	\$223,920	\$223,920
<b><u>Output 6.1: Policy on EiE is developed and EiE structures and coordination are strengthened</u></b>								

Budget item description	Number	Unit	Unit Cost	Sub-total outcome	Outcome Total	PLANNED BUDGET BY YEAR		
						Y1 (20%)	Y2 (40%)	Y3 (40%)
Develop policy on EiE: 1 Consultant 1Yr \$60,000 3 Consultation meetings \$55,000 1 validation workshop \$30,000 1 Dissemination \$10,000	1	Policy	\$ 50,000.00	\$50,000	\$ 202,500.00	\$10,000	\$20,000	\$20,000
The MoECHE Emergency Unit is strengthened through recruiting 8 technical officer (FGS and Member State @8 staff*36 months)	8	Persons	\$ 2,000.00	\$16,000		\$3,200	\$6,400	\$6,400
Office equipment for MoECHE Emergency Unit (FGS + 4 States + Banadir)	5	State	\$ 3,300.00	\$16,500		\$3,300	\$6,600	\$6,600
Coordination among EiE stakeholders is improved (quarterly for 3 years)	12	Meetings	\$ 10,000.00	\$120,000		\$24,000	\$48,000	\$48,000
<b>Output 6.2: Data and information to support EiE are improved</b>								
EiE data are included in EMIS (+ 4 States + Banadir for 3 years)	18	State	\$ 20,000.00	\$360,000	\$ 360,000.00	\$72,000	\$144,000	\$144,000
<b>Grand Total of the Programme</b>				<b>\$67,563,544</b>	<b>\$ 67,563,544.00</b>	\$13,512,709	\$27,025,418	\$27,025,418

### ANNEX 3: ECW SEED FUNDS BUDGET

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
<b>1</b>	<b>Outcome 1: Equitable access to primary and ABE education for emergency-affected children increased</b>									
<b>1.1</b>	<b>Output 1.1: Provision of sufficient water and food for EiE Schools</b>									
1.1.1	Provide safe drinking water for crisis-affected children (conflict, drought and floods)	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	2,000	3	100	600,000	198,000	198,000	204,000
1.1.2	Provision of school feeding to crisis-affected children (conflict, drought and floods)	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	4,000	3	90	1,080,000	356,400	356,400	367,200
<b>1.2</b>	<b>Output 1.2: Provision of School rehabilitation</b>									
1.2.1	Rehabilitate schools with an emphasis on safety, child protection	Jubaland Southwest Galmudug Hirshabelle Banadir	Class rooms	64	1	8,400	537,600	161,280	376,320	0

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
	and inclusion of children with special needs including gender segregated latrines									
<b>1.3</b>	<b>Output 1.3: Incentives are paid to teachers and head teachers</b>									
1.3.1	Pay incentives to teachers in emergency-affected schools	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	256	3	1,200	921,600	304,128	304,128	313,344
1.3.2	Pay incentives to head teachers in emergency-affected schools	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	64	3	1,800	345,600	114,048	114,048	117,504
<b>1.4</b>	<b>Output 1.4: Communities are aware of the importance of continuity in education</b>									
1.4.1	Conduct awareness campaigns on the importance	Jubaland Southwest Galmudug Hirshabelle Banadir	Number	30	3	500	45,000	18,000	22,500	4,500



	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
	of education									
<b>1.5</b>	<b>Output 1.5: ABE programs are provided for out-of-school youth</b>									
1.5.1	Establish ABE temporary learning spaces	Jubaland Southwest Galmudug Hirshabelle Banadir	Schools	64	3	2,400	460,800	138,240	322,560	
1.5.2	Training ABE teachers and Head teachers	Jubaland Southwest Galmudug Hirshabelle Banadir	Number	256	1	400	102,400	30,720	40,960	30,720
1.5.3	Scholarships (tuition and out of pocket expense) provided to students (particularly girls) for successful transition from primary to secondary	Jubaland Southwest Galmudug Hirshabelle Banadir	Students	1,000	3	100	300,000	30,000	90,000	180,000
1.5.4	Cash grants to all 64 schools	Jubaland Southwest Galmudug Hirshabelle	Schools	64	1	1,000	64,000	6,400	19,200	38,400

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
		Banadir								
<b>Outcome 1 Subtotal</b>							<b>4,457,000</b>			
<b>2</b>	<b>Outcome 2: Improve learning skills (Outcomes) for crisis affected children</b>									
<b>2.1.</b>	<b>Output 2.1: LM are provided for learners in EiE</b>									
2.1.1	Provide TLM kits	Jubaland Southwest Galmudug Hirshabelle Banadir	Kits	64	3	1,300	249,600	39,936	124,800	84,864
<b>2.2.1</b>	<b>Output 2.2: Teachers in EiE are trained in subject matter, methodology and disaster management</b>									
2.2.2	Provide two weeks' off-site training in mentoring and emergency for head teachers (once a year)	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	64	3	200	38,400	12,672.00	12,672.00	13,056.00
2.2.3	Provide teacher training teachers in emergency-affected schools	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	192	3	200	115,200	38,016	38,016	39,168

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
<b>2.3</b>	<b>Output 2.3: CECs are trained in school improvement</b>									
2.3.1	ToT training for CECs from emergency-affected communities in school improvement, ownership and sustainability (3 members per school)	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	192	3	200	115,200	38,016	38,016	39,168
<b>2.4</b>	<b>Output 2.4: Recreational facilities are provided</b>									
2.4.1	Provide safe recreational facilities for schools in EiE	Jubaland Southwest Galmudug Hirshabelle Banadir	Schools	64	3	1,200	230,400	76,032.00	76,032.00	78,336.00
<b>2.5</b>	<b>Output 2.5: Teaching and learning are quality assured in schools in EiE</b>									
2.5.1	Train Quality Assurance Department staff in MoECHE and State-	Jubaland Southwest Galmudug Hirshabelle Banadir	Persons	10	3	500	15,000	4,950	4,950	5,100

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
	level ministries (ToT method)									
<b>Outcome 2 Subtotal</b>							<b>763,800</b>			
<b>3</b>	<b>Outcome 3: Gender equity and equality are increased</b>									
<b>3.1</b>	<b>Output 3.1: Girls' clubs are established</b>									
3.1.1	Establish and support girls' clubs	JLS,SWSS,GMS,HSS and Banadir	Schools	64	1	100	6,400	2,112.00	2,112.00	2,176.00
3.1.2	Distribution of sanitary kits	JLS,SWSS,GMS,HSS and Banadir	Kits	1,500	3	16	72,000	23,760.00	3,760.00	24,480.00
3.1.4	Provision of solar lamps (for vulnerable male and female learners)	JLS,SWSS,GMS,HSS and Banadir	Lamps	1,500	3	25	112,500	37,125.00	37,125.00	38,250.00
<b>Outcome 3 Subtotal</b>							<b>190,900</b>			
<b>4</b>	<b>Outcome 4: Protective learning environments are established for emergency-affected children and youth</b>									
<b>4.1.</b>	<b>Output 4.1 Key players are empowered through psychosocial support and preparedness for emergencies</b>									
4.1.1	To train CECs, Parents and school head teachers in psychosoci	JLS,SWSS,GMS,HSS and Banadir	CeCs, parent and teachers trained	320	3	200	192,000	63,360	63,360	65,280

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
	al and school safety (50% women)									
4.1.2	Companion study on effectiveness of pyscosocial and school safety training, and creation on recommendations report	JLS,SWSS,G MS,HSS and Banadir	studies conducted	6	1	3,000	18,000	18,000		
<b>4.2</b>	<b>Output 4.2: Good hygiene and health-related practices are promoted</b>									
4.2.1	Conduct campaigns related to hygiene promotion for schools, families and wider communities (including IEC materials - to be done twice a year before the	JLS,SWSS,G MS,HSS and Banadir	Schools	64	3	1,400	268,800	88,704	88,704	91,392

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
	rainy seasons)									
<b>Outcome 4 Subtotal</b>							<b>478,800</b>			
<b>5</b>	<b>Outcome 5: Community resilience is strengthened and sustainability of education is enhanced</b>									
<b>5.1</b>	<b>Output 5.1: Good hygiene and health-related practices are promoted</b>									
5.1.1	To conduct awareness campaigns to promote disaster mitigation, resilience and school emergency preparedness	JLS,SWSS,GMS,HSS and Banadir	Schools	64	3	600	115,200	38,016	38,016	39,168
<b>5.2</b>	<b>Output 5.2: Rainwater storage is improved</b>									
5.2.1	Provide water storage Buckets/tanks to remote or hard reach schools	JLS,SWSS,GMS,HSS and Banadir	Schools	64	3	2,860	549,120	181,210	181,210	186,701
<b>Outcome 5 Subtotal</b>							<b>664,320</b>			
<b>6</b>	<b>Outcome 6: The capacity of the MoECHE to manage Education in Emergencies is improved</b>									
<b>6.1</b>	<b>Output 6.1: Policy on EiE is developed and EiE M&amp;E and coordination are strengthened</b>									

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
6.1.1	Develop EiE policy, validate and disseminate	FGS	Policies	1	1	51,000	51,000	51,000		
6.1.2	Conduct quarterly monitoring and evaluation (security, per diem, accommodation, air tickets, vehicle hire)	JLS,SWSS,GMS,HSS and Banadir	Visits	12	1	4,500	54,000	17,820	17,820	18,360
6.1.3	To organize and hold regular Coordination meeting among EiE stakeholders	JLS,SWSS,GMS,HSS and Banadir	meetings	1	3	10,000	30,000	9,900	9,900	10,200
6.1.4	Provide Emergency Unit with office equipment	JLS,SWSS,GMS,HSS and Banadir	Materials	5	1	3,300	16,500	8,250	8,250	

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
6.1.5	MEAL coordinator	FGS	personnel	1	36	4,000	144,000	47,520	47,520	48,960
6.1.6	MEAL officers (1 for each state level MoE)	JLS,,SWSS,GMS,HSS and Banadir	personnel	4	36	2,000	288,000	95,040	95,040	97,920
6.1.7	EiE technical advisor	FGS	personnel	1	36	4,000	144,000	47,520	47,520	48,960
<b>Outcome 6 Subtotal</b>							<b>151,500</b>			
<b>7</b>	<b>Outcome 7: Operational costs and grant management</b>									
<b>7.1</b>	<b>Output 7.1: Investment is effectively managed</b>									
<b>7.1.1</b>	<b>Grant management costs</b>									
	<b>LABOR</b>									
7.1.1.1	Grant Manager -1 - 100%	FSG	Personnel	1	36	5,500	198,000	65,340	65,340	67,320
7.1.1.1.2	Grant Child Protection Expert -1 - 100%	FSG	Personnel	1	36	4,500	162,000	53,460	53,460	55,080
7.1.1.1.3	Grant Education Specialist-1-100%	FSG	Personnel	1	36	4,500	162,000	53,460	53,460	55,080



	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
7.1.1.1.4	Grant M&E Specialist-1-100%	FSG	Personnel	1	36	4,500	162,000	53,460	53,460	55,080
7.1.1.1.5	Grant Finance Manager-1-100%	FSG	Personnel	1	36	4,000	144,000	47,520	47,520	48,960
7.1.1.1.6	Grant Accountant -1-100%	FGS	Personnel	1	36	1,830	65,880	21,740	21,740	22,399
7.1.1.1.7	Grants Compliance Officer -1-100%	FGS	Personnel	1	36	2,000	72,000	23,760	23,760	24,480
	<b>Travel, Transportation &amp; Per Diem</b>									
7.1.1.2.1	Local transportation (Fights within Somalia)	FGS	Round Trip	4	36	400	57,600	19,008.00	19,008.00	19,584.00
7.1.1.2.2	Airfare for Project Staff Coordination, and Management Meetings	FGS	Round Trip	2	18	650	23,400	7,722.00	7,722.00	7,956.00

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
7.1.1.2.3	Per diem and accommodation for trips for Project Staff Coordination and Management Meetings (Within Somalia)	FGS	Unit Cost Per diem	4	240	41	39,360	12,988.80	12,988.80	13,382.40
7.1.1.2.4	Per diem and accommodation for trips for Project Staff Coordination and Management Meetings (Nairobi-Somalia)	FGS	Unit Cost Per diem	2	144	51	14,688	4,847.04	4,847.04	4,993.92
7.1.1.3.1	Rent of vehicles	FGS	Per vehicle	1	36	1,000	36,000	11,880.00	11,880.00	12,240.00
7.1.1.3.2	Computers (Laptop/Desktop)	FGS	Computer	7	1	1,500	10,500	10,500.00	-	-

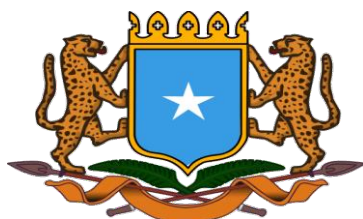
	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
7.1.1.3.3	Furniture	FGS	Set	4	1	2,000	8,000	8,000.00	-	-
7.1.1.3.4	Photocopier	FGS	Copier	2	1	1,350	2,700	2,700.00	-	-
7.1.1.3.5	Scanner	FGS	Scanner	1	1	2,000	2,000	2,000.00	-	-
7.1.1.4.1	ADRA - Office rent - 40%	FGS	Month	1	36	1,680	60,480	19,958.40	19,958.40	20,563.20
7.1.1.4.2	Office utilities (tel/fax, electricity/heating) - 30%	FGS	month	1	36	390	14,040	4,633.20	4,633.20	4,773.60
7.1.1.4.3	Consumables - office supplies - 30%	FGS	month	1	36	360	12,960	4,276.80	4,276.80	4,406.40
7.1.1.4.4	Bank fees	FGS	month	1	36	630	22,680	7,484.40	7,484.40	7,711.20
7.1.2	7% Programme Overheads Indirect Programme Support Costs	JLS, SWSS,GMS,HSS and Banadir	overall activity			481,622	481,622	160,732	182,066	138,824

	Activity description	Location/State	Unit	Quantity	Frequency	Unit Cost US\$	Total	Year 1	Year 2	Year 3
7.1.3	External evaluation (inclusive of baseline)	JLS,SWSS,GMS,HSS and Banadir	Evaluation	2	1	70,000	70,000	35,000	0	35,000
7.1.4	External communication, visibility and advocacy	JLS,SWSS,GMS,HSS and Banadir	overall activity	1	3	10,000	30,000	10,000	10,000	10,000
<b>Outcome 7Subtotal</b>							<b>1,851,910</b>			

<b>Grant subtotal</b>							<b>8,558,230</b>			
							<b>Total</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>TOTAL Operational costs</b>							<b>1,851,910</b>	<b>640,471</b>	<b>603,605</b>	<b>607,834</b>
<b>TOTAL Programme costs</b>							<b>6,880,320</b>	<b>2,296,175</b>	<b>2,600,939</b>	<b>1,983,207</b>
<b>GRAND TOTAL cost</b>							<b>8,732,230</b>	<b>2,936,646</b>	<b>3,204,543</b>	<b>2,591,041</b>

## ANNEX 4

### List of Steering Committee members, background AND PROCESS



FEDERAL GOVERNMENT OF SOMALIA

MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION

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#### ECW Grantee Selection Process Report

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### INTRODUCTION

Education is a central pillar for Federal Government of Somalia (FGS) long-term stability and socio-economic growth. The long-term development outcomes of the country rest on the provision of good quality education services and training. The government recognizes that the economic growth of the country correlates with proportion of population with access to education. The Ministry's mission is to provide quality education to all Somalis in the Federal Republic of Somalia at all levels irrespective of gender, tribe, religious and political affiliations. High quality learning outcomes require adequate input resources like classrooms and facilities, learning materials and competent teachers. In addition, there is a range of process related factors that are critical for improved learning. These include factors like strategies for teaching and learning, curriculum implementation, structures for feedback, support and supervision both for students and teachers, school leadership and professional development for teachers.

In 2017, Education Cannot Wait (ECW) allocated USD 5,000,000 through its First Response funding window to support partners in drought response. Interventions supported critical, supplemental educational services that support school access and retention. Based on a quantitative analysis of risk, vulnerability and educational needs by ECW, Somalia was identified as the country with the most significant needs. In line with its new Strategic Plan for 2018-2021, ECW has invited Somalia to submit a proposal for its Multi-Year Resilience Program (MYRP) of **\$7 million in seed funding**. The MYRP focuses on given outcomes from ECW's Strategic Results Framework:

1. Increased access to education for crisis-affected girls and boys
2. Strengthened equity and gender equality in education in crises
3. Increased continuity and sustainability of education for crisis affected girls and boys
4. Improved learning and skills outcomes for crisis-affected girls and boys
5. Safe and protective learning environment and education ensured for all crisis affected children and youth

Following the procedures and guidelines, the MOECHE launched a Call for Expression of Interest for Grantee of the ECW MYRP to identify eligible Grantee for a prospective partnership with MoECHE to manage this prospective new funding. Selection criteria for eligible Grantee has been set with help of SAG+ and ECW Secretariat (See eligible criteria as index).

The Steering Committee was established on January 27<sup>th</sup>, 2019. The following members are part of the Steering Committee:

1. Ahmed Hassan Yussuf, Director General, Ministry of Education, Culture and Higher Education
2. Issack Hassan, UNHCR (The UN Refugee Agency)
3. Khadra Yasin Nageye, Head of EIE
4. Mohamed Ali Mohamed, CARE
5. Mohamed Warsame Yusuf, New Way
6. Ismail Abdullahi Abdi, ESC Coordinator
7. Morten Petersen ECHO, Delegate for EU

### **Overview of the Selection Process**

The MOECHE of the Federal Government of Somalia made advertisement for the selection of ECW grantee on 30<sup>th</sup> January 2019. The process of selecting the grantee was made highly transparent and inclusive from the onset providing all eligible application requirements, timeline, eligibility and selection criteria and all interested parties were requested to submit the required documentations. Following the deadline of 6<sup>th</sup> February, 2019; as per the Steering Committee's recommendation, the MOECHE invited applicants who have submitted the Expression of Interest to formally present their proposal to the Steering Committee. The presentation was scheduled with the Steering Committee for Sunday, 10<sup>th</sup> February, 2019. The office of the Permanent Secretary presented the EOI documents with sealed envelopes submitted by the six agency candidates namely, UNICEF, MERCY CORPS, ADRA, NRC, FCS and WORLD VISION to panel (Steering Committee members) for review based on the criteria set in the ECW guidelines.

### **Grantee Selected**

The selection process has been strictly conducted on a basis of fairness and impartiality, with due attention to considerations of efficiency, transparency and non-discrimination among eligible applicants. Steering Committee Members used the ECW standard Score Sheet with slight change in the criteria, including the part about the bureaucracy level or Agency Having their headquarters at Mogadishu and Single Treasury Account that MOECHE has adopted at the federal government level. Deliberation to discuss individual scores to justify why a Steering Committee member provided the numbers took place. Moreover, long after the deliberation and discussion, process and scores were analyzed, and the numbers were tallied and finalized by the Steering Committee Members who were in attendance.

In conclusion, the Steering Committee members followed the procedures and guidelines that have been mentioned above. Similarly, they looked at the lessons learned, level of commitment, evaluation grid, justifications and observations by using the evaluation process. For this reason, the Steering Committee members, serving the best interest of the Somali people, awarded the grant to The Adventist Development and Relief Agency known as ADRA.



**FEDERAL GOVERNMENT OF SOMALIA**  
**MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION**

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**EXPRESSION OF INTEREST (EOI) FOR SELECTION OF GRANT AGENT**

Opportunity closing date: Wednesday, 06 February , 2019

Opportunity type: Expression of Interest (EoI)

### **Introduction**

In June 2017 Somalia has been selected to receive an initial funding of USD 5 million through ECW's First Response Window to support partners in drought response. The Education Cannot Wait (ECW) is a new global platform and fund focused on supporting education in contexts of emergency. ECW was launched at the World Humanitarian Summit in May 2016, the fund aims to both raise significant additional financing but also transform how governments, private sector partners, humanitarian actors and development efforts all work together to deliver a more collaborative and rapid education response. The goal of the ECW is to increase the number of children and youth affected by crises benefiting from access to quality education. One way of reaching this goal is to ensure increased prioritization and financing for education responses in conflict and crises contexts.

In 2018, based on a quantitative analysis of risk, vulnerability and educational needs by ECW, Somalia was identified as a country with the most significant needs. In line with its new Strategic Plan for 2018-2021, ECW has invited Somalia to submit a proposal for its Multi-Year Resilience Fund Program (MYRP). The MYRP application focusing on bridging current humanitarian responses (including those supported under ECW's First Response) and development activities (aligned with the ESSP). The MYRP focuses on a given outcomes from ECW's Strategic Results Framework:

- Increased access to education for crisis-affected girls and boys
- Strengthened equity and gender equality in education in crises
- Increased continuity and sustainability of education for crisis affected girls and boys
- Improved learning and skills outcomes for crisis-affected girls and boys.
- Safe and protective learning environment and education ensured for all crisis affected children and youth



The proposal's strategic vision and priorities was set by FGS in consultation with federal member states; technical components were also developed by a Task Teams to reflect the nuanced and diverse needs in FGS, Puntland and Somaliland (mirroring the ESSP). The proposal development was technically supported by an independent consultancy firm in conjunction with Strategic Advisory Group (SAG+) and its partner members.

ECW made a tentative endorsement of the proposal that was submitted on July 31<sup>st</sup> 2018 and received feedback by ECW outlining the guidelines for getting the final approval of the project. This includes, setting up a steering committee, providing a comprehensive proposal that outlines the needs of the three sub sectors within Somalia, including the FGS, Puntland and Somaliland by highlighting the hard hit regions that the project will target. Furthermore, the feedback from ECW included the selection of a main grant agent for the three areas to be advertised and selected.

Subsequently, the SAG+ members agreed the process of selecting a grant agent for the program through transparent and inclusive manner by providing an opportunity to apply by all qualified partners. Consequently, all qualified applicants fulfilling the below criteria are invited to submit their expression of interest accordingly. The SAG members agreed to make the steering committee operational. Similarly, the steering committee will finalize the process selection for the grant agent on February 7<sup>th</sup> to February 9<sup>th</sup>, 2019.

#### **Summary of Criteria:**

- a) Please provide a short summary of your organizations capability to effectively management and distribute funds, management financial risk, maintain accountability measures and ensure effective and compressive reporting:
- 1. **Be registered in country.**
  - a) Please attach the copies of relevant registration certificates for the area of implementation.
- 2. **Readiness to work with the MYRP partners, including the Ministries of Education, humanitarian and development actors (National and Regional Clusters, EiE WGs and the Education Sector Coordination/ESC).**
  - a) Please provide brief history of work in Somalia. How have your education related activities directly aligned to MoE strategic plans and long-term development plans?
  - b) Please provide a history of collaborations with strategic stakeholders including the humanitarian coordination architecture (Education Cluster), Local Education Sector Coordination, donors and Government educational institutions across the country?
  - c) How has this contributed to sustainable progress in education outcomes and how has it increased the capacity of duty bearers to contribute?
  - d) Are there any ongoing challenges (ex. Allegations/investigations of fraud or other misconduct) that could impede your ability to effectively manage funds?



**3. The ability to discharge fiduciary and administrative responsibilities in relation to the ECW funds.**

- a) Please describe the administration and quality of financial management system and tools in place for managing (including distributing) funds from different donors.
- b) Please provide a summary of experience in managing ECW/EIE funds. How can this experience be applied to this grant?
- c) Please provide history of experience in managing multiple/diverse donor funds in a timely and accurate manner.

**4. The ability to implement and support the implementation of the education sector strategic plan cost-effectively.**

- a) How is your organization supporting the education sector strategic plan (ESSP)? How would you go about ensuring synergies and continued alignment between the ECW MYRP and the ESSP?
- b) How would you further distinguish yourself as an agency that works with the MoECHE and regional MoEs to support increased access to quality learning for Somalia children?
- c) How does your organization provide value-for-money, ensuring that maximum amount of funds are available for local actors and most importantly, children in need?

**5. The ability to offer technical resources to the MoE and downstream implementing partners.**

**Strengthening Systems**

- a) Share your ability and in-house capacity to support Ministries of Education to strengthen education systems and promoting best practices among other groups that affect learning, such as traditional leaders and civil nongovernmental organizations.
- b) How would you improve efficiency and accountability through the use of innovative tools such as the community scorecard; supporting the setup of participatory governance systems and decentralization processes; mainstreaming gender-transformative approaches in human resources management and capacity building of education officials;
- c) What is your experience and capability in improving recordkeeping and data systems in education; and creating sustainable options for better recovery to the emergency affected population?

**Building a Supportive, Equal Environment**

- a) How does your organization build safe and equal working environment for all (example; preventing and dealing with sexual abuse and harassment)?

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**6. Availability of sectoral knowledge and experienced personnel**

- a) Share a summary of how existing in-house capacity would improve administration/ grant management in close collaboration with MoECHE at national/regional/district and village levels.

**7. The nature and performance of agency's education portfolio in the country, including the ability to adjust implementation to the contextual constraints while managing risks.**

- a) Explain above in detailed manner (ex. intimate understanding of local clan dynamics and the socio-political environment in Somalia is advantage)

**8. Previous successful work/project experience, good reputation and collaborative work with MoECHE and other development partners**

- a) Successfully implemented projects with the MoECHE in the last three years.

**9. Commitment to joint sector dialogue and coordination.**

- a) How and where do you contribute to education sector dialogues and forums?.

**10. Ability to handle results-based financing/willingness to only manage fixed part of the grant.**

- a) Please provide a summary of similar experience including description of programs/funds managed.
- b) Please share your success as evidenced by the external evaluations or donor feedback.

**11. Be a multilateral agency partner, ECW donor country partner or a INGO. Note that INGO will have to be screened by the ECW Secretariat on their fiduciary capacity.**

- a) Please provide confirmation of the above.

**12. Readiness to co-finance, and/or motivate funding of, the next Education Sector Program Implementation Grant (ESPIG).**

- a) Demonstrate your readiness particularly over the last years to co- finance the education sector program.

**13. Please confirm that your organization is familiar with the selection process and has obtained the necessary approvals to compete for (and if successful) carry out the necessary duties.**

**Indicative timelines**

The key steps and timelines for selecting Grant Agent are as follows:

#	KEY STEP (S)	Date
1	Expression of Interest issue date	<b>30<sup>th</sup> January, 2019</b>
2	Expression of Interest due date	<b>6<sup>th</sup> February , 2019</b>
3	Candidates are separately invited by the grant agent selection panel comprising SAG+ including MOE and partners to present their respective expressions of interests.	<b>7<sup>th</sup> February, 2019</b>
4	Adoption by SAG+ members including MOE and partners of the selected Grant Agent.	<b>8<sup>th</sup> February, 2019</b>
5	Notification and submission of the successful candidate to the ECW	<b>10<sup>th</sup> February, 2019</b>

## HOW TO APPLY

Candidates who wish to participate in this Expressions of Interest are requested to send their submission electronically with the subject line "Expressions of Interest for ECW Grant Agent for Somalia" at the following email address [ps@moe.gov.so](mailto:ps@moe.gov.so) and copy to [sskovgaard@unicef.org](mailto:sskovgaard@unicef.org) and bring hard copy to the office of the Permanent Secretary at the Ministry of Education, Culture and Higher Education.

*Any late application will not be considered.*

## List of all Grantee proposals submitted

### ECW: Applicant Schedule

#	Full Name of the Organization:	Time:
1	UNICEF	10:00am-10:30am
2	MERCY Corps	10:30am-11:00am
3	ADRA	11:00am-11:30am
	Lunch Break	11:30am-1:00pm
4	World Vision	1:00pm-1:30pm
5	NRC	1:30pm-2:00pm
6	Finish Aid Agency	2:00pm-2:30pm

## Compiled Review/Scoring sheet incl. all Grantee proposals

Ministry of Education, Culture and Higher Education of Federal Republic of Somalia

Grant Agent scoring Tool Date: 10/2/2019 Mogadishu-Somalia

Question Number	Standardized Questions	1	SCORE								
Scoring points			20	20	15	15	10	10	5	5	100
1	UNICEF		20	10	10	03	10	10	0	0	63
2	MC		19	15	10	5	7	8	2	3	69
3	ADRA		20	18	14	13	9	8	2	1	85
4	WV		10	7	5	3	5	8	0	0	38
5	FCA		11	7	10	6	8	9	0	0	51
6	NRC		18	6	9	11	5	7	0	0	66
TOTAL - SCORE											100

Question Number	Standardized Questions	2	SCORE								
Scoring points			20	20	15	15	10	10	5	5	100
1	UNICEF		20	10	10	12	8	10	2	1	73
2	MC		20	13	8	14	10	8	5	4	82

3	ADRA		14	8	7	9	8	6	2	3	57
4	WV		6	5	6	3	3	6	1	1	31
5	FCA		12	8	7	9	8	6	2	3	49
6	NRC		4	6	9	2	6	7	1	2	37
TOTAL - SCORE											100

Question Number	Standardized Questions	3	SCORE								
Scoring points			20	20	15	15	10	10	5	5	100
1	UNICEF		18	17	13	13	8	8	-	-	77
2	MC		20	19	14	14	10	9	-	-	86
3	ADRA		19	18	13	14	10	8	-	-	82
4	WV		9	9	9	3	4	4	0	0	38
5	FCA		8	10	8	8	5	6	-	-	45
6	NRC		16	15	11	13	8	7	-	-	70
TOTAL - SCORE											100

Question Number	Standardized Questions	4	SCORE								
Scoring points			20	20	15	15	10	10	5	5	100
1	UNICEF		17	8	8	15	10	10	-	-	68
2	MC		20	5	8	15	7	10	4	-	69
3	ADRA		20	15	15	15	10	10	-	-	85
4	WV		15	7	11	10	3	2	2	-	50
5	FCA		12	8	10	10	8	10	-	-	58
6	NRC		15	10	15	15	10	10	-	-	75
	TOTAL - SCORE										100

Question Number	Standardized Questions	5	SCORE								
Scoring points			20	20	15	15	10	10	5	5	100
1	UNICEF		20	20	10	10	10	8	3	3	84
2	MC		15	18	10	10	10	5	3	3	74
3	ADRA		20	20	15	15	10	10	5	5	100

4	WV		18	18	8	5	5	4	-	-	58
5	FCA		20	20	10	10	5	10	-	-	75
6	NRC		20	20	12	12	8	7	-	-	79
TOTAL - SCORE											100

#### Analysis of the results: ( Grant Agent selection )

No	NAME of the Organization	Total score (marks) obtained	% of the scores
1	ADRA	409	20.81%
2	MERCY CORPS	371	18.88%
3	UNICEF	365	18.58%
4	NRC	327	16.64%
5	FCA	278	14.15%
6	WORLD VISION	215	10.94%

Total scores for applicants results = 1965. Then, given score for every agent/(divided by) total scores (1960) \* (multiply) =% (above given)

## Selected Grantee

### Steering Committee: Selection of the Education Cannot Wait Grant Agent

Date: February 9<sup>th</sup> – 10<sup>th</sup>, 2019

#### Present:

- |                          |                                                    |
|--------------------------|----------------------------------------------------|
| 1. Issack Hussein Hassan | UNHCR                                              |
| 2. Mohamed Ali           | CARE                                               |
| 3. Khadra Yasin Nageye   | Head of EIE                                        |
| 4. Mohamed Warsame Yusuf | New Way                                            |
| 5. Ahmed Hassan Yusuf    | Director General, Ministry of Education,<br>MOECHE |

#### Absent:

- |                          |                       |
|--------------------------|-----------------------|
| 1. Ismail Abdullahi Abdi | ESC Coordinator       |
| 2. Morten Petersen       | ECHO, Delegate for EU |

#### Adoption of the Agenda:

- The Steering Committee Members approved the agenda of the meeting

#### Introduction:

- Meeting was officially opened. A total of five Steering Committee Members were in attendance for both days. The names of the attendees and those who were absent should reflect on top of this subject document as a record.

#### Agenda details:

##### Day 1:

- First meeting of the Steering Committee started at 2pm. The meeting was held at the Ministry of Education, Culture and Higher Education head quarters;
- A total of five Steering Committee Members (SC) took part of the selection of the GRANT Agent for the Education Cannot Wait project. The names of the attendees that were present as well as the Steering Committee Members who were absent should reflect on top of the documents that contains the minutes that highlighted the activities for both days;
- After the Steering Committee Members introduced each other, the meeting was officially opened;



- Members discussed the score sheet;
- Members decided to finalize the schedule for having individual organizations present their proposal, email was subsequently sent to the applicants who submitted the EOI proposal with an amended schedule for each individual organization;
- The Steering Committee Reviewed the name of the applicants who submitted the EOI proposal and amended the subject schedule for each individual organizations. The names of the organizations who were scheduled for in person presentation included UNICEF, Mercy Corps, ADRA, World Vision, NRC, and Finish Aid Agency;
- All six organizations submitted the EOI proposal;
- Members revised the process for accepting the application as well as revised the in-person signature sheet that confirmed the hard copy submission of the EOI proposal by all the subject organizations that submitted their proposals;
- Members decided to open the tender the following date, Sunday, February 10<sup>th</sup>, 2019;
- Members signed the attendance sheet;
- A follow up meeting was set by the members. They have decided to meet on Sunday, February 10<sup>th</sup>, 2019. Time: 9am;
- The attendance sheet was signed by the selection committee;
- Meeting was adjourned.

#### Day 2:

- Steering Committee Members met at the scheduled time;
- It is desirable that the Director General who was chairing the meeting has clearly specifies the roles and responsibilities for selection procedures, taken by each party of the steering committee members,
- One person from the MOECHE staff (non-voting member) has been designated to keep minutes and produce minutes of the meeting for record and transparency purposed.
- Steering Committee Members prepared for the individual presentations of all the applicants;
- Tender was officially opened;
- Score Sheet was distributed and the process for the individual presentations started: Time: 10am-4:30pm (One Hour Lunch Break);
- A delay of over 45 minutes occurred while the five members of the seven-member selection committee waited for the ESC Coordinator and Donor delegate for the EU to join by way of skype. We have also waited to have the observer person from the Cluster to join the meeting, but the members were not successful in getting any of the mentioned subjects by way of video conferencing. This added to delay in starting the presentation but because the steering committee had quorum f 5 out of 7 members, they went ahead and started the presentations quarter to 11am;



- Process for the presentation and Q&A session for all applicants completed;
- Deliberation and grading of individual person took place;
- The selection process has been strictly conducted on a basis of fairness and impartiality, with due attention to considerations of efficiency, transparency and non-discrimination among eligible applicants.
- Steering Committee Members used the ECW standard Score Sheet with slight in the criteria (bureaucracy level or Agency Having their headquarters at Mogadishu and Single treasury Account that MOECHE is adopting at the central bank.
- Deliberation to discuss individual scores to justify why a steering committee member provided the numbers;
- After long deliberation and discussion, process was tallied and finalized by the Steering Committee Members who were in attendance;
- Steering Committee members chose the ECW Grant Agent to be The Adventist Development and Relief Agency known as ADRA.

**Concluding remarks:**

- The Steering Committee made the ECW Grant Agent Selection process. They have adjourned the meeting.