



*Photo: Save the Children*

**EDUCATION CANNOT WAIT (ECW) FACILITATED  
MULTI-YEAR RESILIENCE PROGRAMME  
SOMALILAND  
2019-2021**

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## PROGRAM INFORMATION SUMMARY

**Program Title:** Education Cannot Wait (ECW) Multi-Year Program, Somaliland  
**Start Date:** August 2019  
**End Date:** August 2022

### Brief Description

#### Background

While Somaliland shows promising accomplishments and improvements, historical enrolment rate stands at 48.8 per cent (38.8 per cent girls)<sup>1</sup>, meaning almost half of children do not have access to quality education. The enrolment rate for girls remains behind that of boys in terms of access to education at 38.8 per cent. This can be attributed to conflict, adverse effects of climate change, socio-cultural factors and in part, conflict in the eastern regions and recent cyclones and severe drought in recent years, especially in the eastern regions of Sanaag and Sool, which have aggravated the situation. In May 2018, cyclone Sagar hit coastal areas of Somaliland leaving widespread devastation in its wake affecting people, services and key infrastructure. Children, schools and the general population were severely affected with the loss of livestock impacting on livelihoods as well as continuity in education.

Delivering consistent quality, equitable and inclusive education remains difficult. Many children, especially the most marginalized groups such as girls, children with disabilities, internally displaced persons (IDPs) and other minority groups are not receiving a solid grounding in basic literacy, numeracy and life skills. The quality of education depends heavily on the capacity of teachers, and specifically women teachers who play a key role with girls, on the inclusion of boys and girls with different learning needs, the presence of safe and protective environments, and a curriculum reflecting the learners' diverse needs. Many teachers commence their profession before acquiring the basic pedagogical skills and methods necessary to respond to the individual needs of children. This poses a limitation in identifying and responding to diverse needs of learners.

In coordination with the Ministry of Education and Science (MoES), this proposal has been designed to link with existing national plans and strategies, such as Education Sector Strategic Plan (ESSP 2017-2021), Education Sector Analysis (ESA) 2017, and the 2019 Humanitarian Response Strategy (HRP) and support the existing coordination mechanism. In line with the discussions on the humanitarian-development nexus, the proposal benefits from the recognition that humanitarian and development partners will accomplish more together than they will apart. Therefore, this proposal seeks to address immediate urgent needs in provision of education alongside development needs in a symbiotic fashion. The Education Cluster (co-led by UNICEF and Save the Children) is widely recognised as the centre-stage of this collaboration, uniting humanitarian and development actors around common goals by facilitating information sharing, planning and implementation. Through its whole-of-system approach, the Multi-Year Programme (MYRP) will further strengthen these linkages and respond to *our* overall shared goal - ensuring every crisis-affected child and young person is in school and learning.

To achieve the overall goal of the MYRP in which "Somaliland girls and boys affected by crisis learn in safe, functional and inclusive spaces" the programme outcomes have been carefully designed as follows:

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<sup>1</sup>2016/17, 2014/15, 2015/16 EMIS data from Somaliland Ministry of Education

<b>Program Outcomes</b>	
<b>Outcome 1</b>	Equitable access to primary education for crisis-affected children and youth is increased.
<b>Outcome 2</b>	Learning outcomes for boys and girls increased.
<b>Outcome 3</b>	Gender equality in access, retention, and learning in education for all crisis-affected girls and boys increased.
<b>Outcome 4</b>	Systems for delivery of education are improved.
<b>Outcome 5</b>	Protection for crisis-affected emergency affected children enhanced.

<b>Total resources required for EiE (3 years)</b>	<b>US\$ 64,242,335</b>	
<b>Total resources required for EiE (per year)</b>	US\$ 21,667,000	
	<b>ECW</b>	US\$ 6,720,000 (3 years budget)
	<b>Other donors (TBC)</b>	US\$ \$57,522,335
	<b>Government</b>	US\$ 200,000
<b>Unfunded</b>	US\$57,322,335	

Agreed by:

<b>Government</b>	<b>ECW</b>	<b>Grant Management Agency: UNICEF</b>
Signature:	Signature:	Signature:
Name:	Name:	Name:
Position:	Position:	Position:
Date:	Date:	Date:

## LIST OF ACRONYMS AND ABBREVIATIONS

ABE	Alternative Basic Education
CECs	Community education committees
CG	Cash grants
CGS	Cash grants for schools
CRC	Convention on the Right of the Child
CSG	Child Safeguarding
CWD	Children 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
ERA	Education Resilience Approaches
ESSP	Education Sector Strategic Plan
FAO	Food and Agriculture Organization
FPE	Free Primary Education
GBV	Gender Based Violence
GER	Gross Enrolment Rate
GESI	Gender equality and Social inclusion
GoRS	Government of the Republic of Somaliland
HACT	Harmonized Approach to Cash Transfers
IDP	Internally Displaced Persons
IP	Implementing partner
JRA	Joint Resilience Action
MoES	Ministry of Education and Science
MoU	Memorandum of Understanding
NAR	Net Attendance Ratio
PoC	Persons of concern
SC	Steering Committee
RFPs	Requests for proposals
SAG+	Strategic Advisory Group
SDGs	Sustainable Development Goals
SNPE	Somaliland National Policy of Education
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WFP	World Food Programme
WGTT	Working Group Technical Team

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## I. ANALYSIS OF ISSUES/CHALLENGES

### 1.1 Introduction

Somaliland is a self-declared independent state situated in the Horn of Africa that is still recovering from a long history of fragility and conflict. Since its unilateral declaration of independence in 1991, it has remained stable with functioning institutions and a peaceful transfer of power through democratic elections (municipality, parliamentary and presidential) since 2002. Apart from evidence of improved governance, the Government of Somaliland has shown a willingness to strengthen its internal financial systems through introducing robust and transparent Public Financial Management systems. The total estimated population of Somaliland is some 3.5 million people (48.7 per cent female) with an average population growth rate of 3.1 per cent per annum. Children under 15 years of age make up approximately 44 per cent of the total population. Many of Somaliland's inhabitants are nomadic pastoralists; crop production is considered as a complement to the dominant economic activity of livestock production. A significant segment of the population along the coast also relies on fishing as a livelihood. The majority of the population relies on remittances from the Somali diaspora; with remittances making up an estimated 25 per cent of household income for families whose relatives live in the diaspora.

Following Independence in 1960, educational opportunities in Somalia began to expand. Mass literacy campaigns in the mid-1970s stimulated the demand for education and increased school participation. However, in the mid-1980s, even before the civil war, educational development deteriorated, and enrolment dropped while literacy rates fell dramatically due to lack of support by the then Central Government. By 1991, there were only 46 primary schools in operation. However, the education services gradually improved and in the academic year 1995-1996 there were 159 primary schools and three secondary schools operational. At the national level, educational provision has since expanded rapidly with primary education (6-13 years) projected to rise from an enrolment rate of 572,986 in 2016/2017 to 644,901 in 2020/2021. Secondary school enrolment is expected to rise from 47,913 learners to about 269,167<sup>2</sup>. Growth in tertiary education has been equally significant with 16 higher education institutions registered with the MoES with a total student population of about 15,000. Several of these universities have established a Teacher Education College.

Relative stability in the region within the last two decades has made Somaliland a safe haven for IDPs and refugees fleeing the civil war and recurring insecurity in southern and central Somalia, Yemen and Ethiopia. Most IDPs live in overcrowded makeshift settlements in the cities and larger towns of Somaliland. The rise of IDPs is due to the drought conditions which have resulted in successive poor crop harvests, substantial livestock losses and large-scale displacement from rural to urban areas. In addition, returnees are assimilated within the IDPs hence it is difficult to distinguish them among the IDPs. According to the United Nations High Commission for Refugees (UNHCR), Somaliland currently hosts approximately 94,000 IDPs, refugees and asylum seekers. IDPs live in deplorable conditions – often in urban areas with inadequate water and sanitation, lack of income opportunities and access to essential social services, including education.

The Somaliland Constitution (2001) affirms education of all citizens as a fundamental human right, and this is intended to be achieved through the Free Primary Education (FPE) Policy enacted in 2011. With 44 per cent of the total population under 15 years of age in Somaliland the capacity of the education system will need to grow over the next years to accommodate increasing population numbers of school-aged children and adolescents<sup>3</sup>.

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<sup>2</sup> Somaliland Education Strategic Sector Plan 2017-2021

<sup>3</sup> Somaliland Education Sector Analysis 2012-2016

The FPE is not supported by sufficient financial resources leaving huge gaps in human resources, infrastructure, and education institutions. It has struggled to make significant progress toward access to and quality of equitable and inclusive education for all school-aged children. Indeed, there is still a considerable population of out of-school children.

The current gross enrolment level for Somaliland is 48.8 per cent. However, enrolment rates in remote and rural areas, and for girls generally, is much lower. Only 18.8 per cent of learners are enrolled in rural areas<sup>4</sup>. Many boys and girls start to drop out from Grades 5 to 8 with a higher drop out of girls at 11.6 per cent, many of whom do not complete Grade 8. The literacy rate among school children aged 6 to 13 years stands at 42 per cent, while the adult literacy rate is estimated at 31 per cent (26 per cent for girls versus 36 per cent for boys).

Global evidence shows that the type of education that does not respect the rights of children either fuel marginalization, alienation, inequality, poverty and vulnerabilities of boys and girls or strengthen societal resilience and empowerment<sup>5</sup>. Quality education services that meet the established rights of children, which are enshrined in the United Nations Convention on the Rights of the Child (CRC), are fundamental to supporting children and youth and equipping them with the skills and knowledge to positively contribute to the social, political and economic development of their communities and promote the realization of the Sustainable Development Goals (SDGs)<sup>6</sup>. In this context, as outlined in the 2017-2021 Education Sector Strategic Plan (ESSP), the MoES of the Government of the Republic of Somaliland (GoRS), has committed to providing crisis-affected children and youth with a quality education system that promotes inclusion of all children, especially the most marginalized and children with disabilities (CWD), enabling learners to achieve core competencies in numeracy and literacy and to become technologically proficient with lifelong learning and life skills.

In line with the commitments made by the MoES and GoRS, committed education stakeholders (both national and international) are entirely devoted to holding the MoES accountable in their capacity as the key duty bearer to support children to actualize their future by actively responding to their needs with all urgency as described in this MYRP plan.

## 1.2 Analysis of Problems and Needs

Somaliland has been plagued by several natural and human-made emergencies that have slowed down the pace of development growth for decades. Recurrent droughts, prolonged dry seasons and failed rains are the major cause of food insecurity in Somaliland. According to Food Security and Nutrition Analysis Unit (FSNAU) May 2019 report more than 2.6 million people – 75 per cent of the total population – are currently food insecure in Somaliland. This includes 530,000 people facing Crisis and Emergency (IPC Phase 3 and 4) food security outcomes. Climate change poses a threat to Somaliland's natural resources, of which many Somalis depend for their livelihoods. This has drastically decreased livestock numbers over the years, increasing community vulnerabilities to disasters and shocks. The majority of those affected by drought and at greatest risk are children. As children make up the majority of the most vulnerable and at-risk population impacted by current drought conditions, the potential devastation of livelihoods and drought related displacements has a significant knock-on effect for children's education in Somaliland. The challenge is compounded by a sizeable number of the Somali population who are unable to access basic services, including education.

Despite the progress being made in the various sectors by the Somaliland government, key education indicators are still very low. Access has been low with 51.2 per cent of primary

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<sup>4</sup> Ibid

<sup>5</sup> Forced Migration Review Supplement. 2006. Education and conflict: research, policy and practice. Refugees Studies Center & UNICEF.

<sup>6</sup> Global Partnership for Education infographic 2015: 17 ways education influences the Sustainable Development Goals.



school-aged children (61.2 per cent girls) having no access to education services and a 37 per cent dropout rate by Grade 5. In addition, inequalities in children's access and progression through schooling systems, gender imbalance, untrained and unqualified teachers, and inadequate learning environment have been exacerbated by the weak education system. Escalation of conflict and adverse effects of climate change have also adversely affected the education system in Somaliland. Drought in the east, flooding in the west, and inter-clan conflict and tensions between Somaliland and Puntland have contributed to an increased need for an accelerated and inclusive education response for crisis-affected children and youth.

## **Access**

Despite gains being made in Somaliland, access and retention to education remains a challenge. Primary education is the biggest sub-sector within the MoES, but this is not translating in terms of access to quality primary education for the most vulnerable groups in Somaliland. Primary education still faces the critical issue of access and retention of the most vulnerable girls and boys across the country, with girls, pastoralist/nomadic communities, hard to reach communities, children with disabilities and IDPs being most affected.

More than half the primary school-aged children (51.2 per cent with 61.2 per cent girls) have no access to education while 78.7 per cent of adolescents (aged 14-18 years) have no access to secondary education. Gender gaps in enrolment and retention are also significant with girls facing specific barriers to education. This substantial number of out-of-school girls and boys is a major concern to the Government as they are vulnerable and exposed to a range of social and political risks and exploitation, increasing the propensity for negative coping behaviours, including engagement in child labour, early marriage and recruitment into radicalism. The lack of access to education hinders their ability to develop life skills and contributes to the growth of a lost generation.

The Gross Enrolment Rate (GER) has been largely stagnant at 48.8 per cent falling short of the 75 per cent target<sup>7</sup>. The GER for rural communities is extremely low at 25.8 per cent, with nomadic/pastoralist communities at 3.1 per cent and IDPs at 16 per cent; this is compared to 56.8 per cent in urban areas. Thus, boys and girls of pastoralist, IDP and rural communities, CWD, orphans and returnees are the most negatively impacted and experience the greatest inequities in education. Despite the enactment of the FPE Policy in 2011, low enrolment is largely due to poverty, socio-cultural factors, unavailability of learning facilities, and long walking distances, especially for many girls and boys in pastoralist and IDP communities. Also contributing to low enrolment is the quality of teachers, many of whom are untrained and demotivated due to low and irregular salaries. The hidden costs of education, including uniforms, learning materials and the opportunity costs of losing potential labour can also be financially prohibitive for most parents. Additionally, retention also need to be taken into consideration; providing access to education alone does not guarantee learning. According to the Somaliland ESSP 2017-2021, dropout rates of learners is at 37 per cent by Grade 5 with the most significant proportion of dropouts occurring from Grade 5 to 8.

Conflict, drought, flooding, cyclones and financial shocks have undermined access to education for school-going aged children and has an adverse impact on the education system, denying affected children access to education services. This has led to school drop-outs and closure of schools exacerbating protection risks, including family separation, child labour and recruitment by armed groups for the most vulnerable children. According to a drought assessment<sup>8</sup> undertaken in Somaliland, these shocks have had a profound impact upon girls' and boy's education, with close to 70,000 children being forced out of schools for different

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<sup>7</sup> Ibid

<sup>8</sup> Ministry of Education and Higher Studies Drought Assessment Report 2017



periods of time, and hundreds of schools either closed or damaged. Those most affected have been pastoral and rural communities, where government and private sector services remain weakest. It is estimated that some 68,448 school children were forced out of school from 2012-2016 due to risks/shocks.

The ESA 2017 found that education infrastructure fails to meet the growing education demand. This has also been exacerbated by free primary education, which requires additional temporary or permanent learning spaces and renovation of existing classrooms to support increased enrolment in the education system. The average annual growth rate of classrooms construction is 16 per cent in the formal primary sector for the last five years, which is below the 612 classrooms annually as per the ESSP 2012/16. Many children in rural areas face key barriers related to inadequacy of learning facilities, poor infrastructure and lack of equipment in learning centres. Moreover, the existing infrastructure is not gender-responsive to meet the needs of all girls and boys.

### **Quality of education**

Provision of quality education services to particularly to disadvantaged children is a central pillar of the SDGs, and one of the key development concerns of the Somaliland Government<sup>9</sup>. However, it must be ensured that alongside access to education opportunities, girls and boys are able to learn. The provision of quality education remains a key challenge for achieving the Government's objective to inclusively provide education services.

The ESSP highlights retention rates of learners in Grade 5 of primary schools stands at 63 per cent with the most significant proportion of dropouts occurring from Grade 5 to 8. The survival rate is usually recorded at Grade 5 as this level of education is commonly presumed to be a prerequisite for sustainable literacy<sup>10</sup>. Although the ESA focus more on the GER rates, survival rates are equally, if not more, important indicator of efficiency and quality in the education system.

Measuring Learning Achievements (MLA) results for 2012 highlighted concerns for writing skills and basic numeracy. The performance scores revealed that at Grade 4 level the average score in MLA, based on a cross sampling, was 23 per cent for mathematics<sup>11</sup>. The equivalent scores for literacy at Grade 4 were a little better with approximately 45 per cent able to operate at the simple sentence level in terms of understanding and responding appropriately. Writing skills was the weakest with only 25 per cent able to write a competent paragraph and Grade 7 MLA showed considerably lower performance levels in numeracy with 45 per cent scoring under 20 per cent on the simple tests and only a third passing the exam (i.e. scoring 60 per cent or more). This indicates mathematics and writing skills were alarmingly low.

Rural schools are plagued with insufficient textbooks and learning materials; though coverage in urban schools is better than rural areas their learner textbook ratio is yet to be achieved. The revision of the syllabus will bring the introduction of new learner textbooks, teacher guides and other learning materials which will be required to address quality of education. As per the ESSP, the provision of Alternative Basic Education (ABE) will be critical to support children who have never been to or dropped out of school. All ABE will follow the accelerated ABE curriculum with level 1 to 3 as governed by the MoES. Low quality delivery of public education services and low achievement levels is mostly attributable to lack of teaching competencies among teachers, low professional commitment and morale, lack of teaching and learning materials, poor infrastructure and lack of equipment which are inadequate or unavailable in

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<sup>9</sup> Somaliland National Education Policy (2015-2030)

<sup>10</sup> L. Cameron. 2004. Indicator Handbook for Primary Education: Abridged. EQUIP2. US Agency for International Development. Washington

<sup>11</sup> Report on Measuring Learning Achievements in Grade 4 (MLA4) compiled by Africa Educational Trust March 2012

most public schools. There has also been a decline in the quality of teachers with nearly 50 per cent of teachers having no pedagogical skills across the country.

### **Safety and protection in school**

To ensure the protection of children, this programme will strive to ensure a safe learning environment, protective infrastructural facilities, a responsive education system, and trained teachers in psychosocial care are in place. In addition, Education will collaborate with Child Protection activities to train teachers in psychosocial support and provide referral pathways for children in need of specialized child protection services such as counselling and case management. With psychosocial skills the teachers will be able to identify children in need of psychosocial support.

The substantial number of out-of-school girls and boys is a major concern to the Government as they are exposed to exploitation, including child labour, early marriage and recruitment into radicalism. Additionally, older girls face additional socio-cultural barriers, including the low value placed on the girl child, combined with safety concerns and supply-related issues such as lack of separate latrines for girls. Early marriages have become more common since the start of the drought as families seek to access dowry as an additional income source<sup>12</sup> and school aged girls are forced to drop out of school. In Sool and Sanaag regions, adolescent boys also dropped out of schools as they are made to join the Somaliland army to earn an income for their households.

### **Protection outside the school**

A 2004 survey estimated that 18 per cent of girls and boys aged under 18 years in Somaliland are engaged in child labour. While the reasons for child labour are not discussed in the survey factors such as poverty, social exclusion, labour mobility, discrimination and lack of adequate social protection and lack of educational opportunity are contributors and influencers of child labour. According to the 2018 Joint Drought and Protection Concerns Assessment, 27 per cent of households in Somaliland are increasingly sending children to beg as a coping mechanism. Drought has resulted in a growing proportion of children engaging in paid work to support household income resulting in increased school dropout rates. Furthermore, the number of girls and boys engaged in child labour may constitute a considerable proportion of out-of-school girls and boys and can contribute to explaining the low primary and secondary school enrolment rates. Early child marriage, low education levels, especially among girls, quite invariably leads to early marriage and poor pregnancy and child care practices leading to such high mortality rates<sup>13</sup>. Poverty is also a motivation for early marriage.

The climatic shocks and multi-layered armed conflict prevalent in Sool and Sanaag regions have contributed to a protracted protection crisis. Increased displacement presents significant protection challenges particularly for girls as households' experience extremely poor living conditions in IDP sites. This protection crisis is characterized by transgressions against inherent rights, including physical attacks on civilians, child recruitment, child marriage and wide spread gender-based violence (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.

### **National systems**

While the structure of the MoES is sound, there are several organizational capacity deficits that undermine their ability to perform effectively. According to the current sector plans for

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<sup>12</sup> Joint Drought and Protection Concerns Assessment 2018

<sup>13</sup> ESA 2016

Somaliland, the MoES do not have functioning mechanisms in place that would allow education services to be maintained during periods of emergency and to ensure that learners remain in safe and protected learning environments. Additionally, they lack concrete disaster management and emergency response mechanisms. Thus, the MoES needs to strengthen its capacity to respond to emergencies and ensure the continuity of education is in place.

Furthermore, weaknesses of government capacity, includes a grossly underfunded sector, limited operational resources, poor staff management and training policies, weak synergies between units within the ministry, and insufficient systems and coordination mechanisms for day-to-day operations. While the systems and objectives for quality assurance are sound and well thought out, their implementation has encountered numerous challenges that undermine their effectiveness. Other risks related to governance include weak financial accountability and transparency, weak staff management systems, the lack of a policy framework for education in emergencies or school safety and formal education systems that are not flexible enough to fit into the lifestyle of the pastoralist communities. All these factors have had a profound effect on the delivery of quality and equitable education services in Somaliland over the last few years.

## **Gender and inclusion**

The MoES is faced with the challenge of addressing gender equality in the education sector. Between 2012 and 2016 progress was noted in improving enrolment of girls and boys at primary and secondary level. However, these achievements risk being lost without continuous support and engagement by country partners. Although there is a lack of age group-segregated data, gender disparities have been observed in education at all levels; this is worse in rural areas of Somaliland. Significantly more school age girls in Somaliland face specific challenges in accessing education. These range from very few women teachers, poor or non-existent water and water, sanitation and hygiene (WASH) facilities, such as gender-responsive toilets, and prioritization of boys' education. As a result, girls are more likely to drop out school earlier than boys. The current gender parity index at 0.83 shows slight under-representation of girls at the primary level. According to the Somaliland Education Statistical Yearbook 2014/2015, girls' participation and retention in education is only 38.8 per cent of girls, as compared to 48.2 per cent of boys. However, at secondary school the GER for girls is at 15.7 per cent. Women also experience underrepresentation in the education sector, with only 15 per cent of teachers in primary school being women; in rural, pastoralist and IDP communities in Somaliland these indicators are even lower. This low representation of women teachers, where many schools have no women faculty, alongside the low establishment of gender-equitable and safe spaces for girls and boys, have a negative impact on girls' enrolment rates.

In Somaliland, social norms and values reinforce gender inequality and greatly contribute to the vulnerability of children, particularly girls. Practice of such norms makes girls susceptible to various form of harmful practices including female genital mutilation and cutting, forced and early marriage, domestic violence, child labour and gender discrimination in accessing basic needs, such as education and access to justice<sup>14</sup>. For example, in the National Development Plan 2, the Government estimated that 75 per cent of girls in Somaliland are vulnerable to forced and early marriages. These social norms contribute to girls facing particular barriers to access education, as only 38.8 per cent of girls have access to education services. However, according to the ESA 2017, these issues are rarely mentioned in the various government policies. Furthermore, boys and men are rarely considered in the drafting or implementation of such policies.

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<sup>14</sup> Vulnerability of Children on the Move on Somaliland Report 2019

According to the ESA, attendance rates at any level of education are quite low. However, girls are particularly disadvantaged with a very low attendance rate of 20 per cent; rural girls' attendance rate is even lower at 13 per cent a month. This indicates the high likelihood of girls dropping out of school due to barriers that hinder access to education. For example, families will send both children to school when it is affordable to do so and do not compromise labour needs. But when resources become limited due to sudden onset of crises, societal preference for boys means that girls will be pulled out of school to preserve the household income. In some instances, if household resources are extremely low due to a crisis, families may have a higher incentive to marry off their daughters younger than they normally would<sup>15</sup>. In some instances, girls will not attend school at all as they are expected to stay at home and attend to domestic chores, coupled with early marriage, as is widely practiced<sup>16</sup>.

It is worth noting that none of the key policies consider gender equity from the perspective of boys and men. In addition, the ESA indicates that no policies examined touch on critical issues affecting girls such as female genital mutilation, early marriage, or GBV that mostly affect access to education.

### Response Strategy

The ECW MYR programme aims to ensure equitable access and inclusion to quality education services and improved learning and wellbeing of crisis affected children in a safe and protective environment. It will focus where authorities are not able to do so and by bolstering formal provision where they are. The response will concentrate on five key strategies:

- 1) **Increased equitable access to education:** This will be achieved through improving education infrastructure, improving gender-responsive WASH facilities in schools, reducing pupil-classroom ratios and increasing the ability of the education system to respond to demand, inclusively and gender-sensitively considering gender inequalities and marginalization.
- 2) **Improved quality and learning outcomes:** This will be attained through improving the quality of education through recruiting, training and paying education personnel, reducing pupil-teacher ratios and encouraging child-centred, inclusive teaching methods that improve learning outcomes and the holistic development of children, supported by teaching and learning materials.
- 3) **Gender equality in access, retention, and learning:** This will be achieved by: taking affirmative actions and increasing girls enrolment in the provision of Alternative Basic Education (ABE) for the overage children with particular focus on girls, incentives through school cash grants, uniforms, sanitary and hygiene kits, solar lamps to support homework as well as family support; constructing gender-responsive learning spaces, including culturally sensitive latrines and water points; and supporting women teachers through formal and informal training and mentorship.
- 4) **Systems for delivery of education and governance are improved:** This will be achieved by developing child safeguarding guidelines for schools, building capacity and the use of evidence to improve education management and administration, and participatory education planning and quality assurance, to help reach national education goals.
- 5) **Enhanced protection of crisis-affected children and youth:** This will be achieved by contextualising safe school frameworks, training MoES personnel in Education in Emergencies (EiE), establishing and empowering children with life-skills, protection, hygiene among others through child clubs, and establishing psychosocial support in schools.

<sup>15</sup> UNESCO Advocacy Brief - Education in Emergencies: The Gender Implications [http://s3.amazonaws.com/inee-assets/resources/doc\\_1\\_58\\_edu\\_emergencies\\_Low.pdf](http://s3.amazonaws.com/inee-assets/resources/doc_1_58_edu_emergencies_Low.pdf)

<sup>16</sup> MoES National Strategy and Plan of Action for Female Participation in Education

Furthermore, advocacy will play a significant role in both the supply and demand side. EiE is greatly underfunded in Somaliland; the target of 4 per cent of humanitarian funding being allocated to education is not even close to being met. The Government will work with its partners to advocate for increasing resources to implement EiE. Advocacy will be focused on increasing the funding of EiE, supporting duty bearers to include EiE in national policies and strategies, including emergency preparedness, and strengthening joint project monitoring and management. This will be practically supported by training of authorities, especially in the collection and use of evidence. Better policy and practice will result in more efficient and effective use of resources. This will result in greater integration of and provision for displacement-affected communities in the formal system and strengthened education management.

### **1.2.2 Basis for the analysis**

The data and analysis extracted from fieldwork has been reviewed and verified by the Strategic Advisory Group (SAG) and the needs identified here informed not only our theory of change but also the determination of programme activities and outcomes. Both secondary and primary research for the MYRP analysis needs are examined through the following strategic pillars:

- Increased equitable access to education;
- Improved quality and learning outcomes;
- Gender equality in access, retention and learning;
- Strengthened system for delivery of education and improved governance and;
- Enhanced protection of emergency-affected children and youth

The analysis of needs is based on qualitative research undertaken by the consultancy firm in August 2018. Primary data collection took place between July 21 - August 1, 2018 in the form of in-depth interviews and focus group discussions with teachers, head teachers and members of Community Education Committees (CECs) from schools hosting IDP boys and girls, girls and boys in IDP camps, the Minister of Education and Higher Studies, and partners.

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

In coordination with the MoES this proposal has been designed to link with existing national plans and strategies and in support of the existing coordination mechanism. In line with the discussions of the humanitarian-development nexus the proposal benefits from recognition that humanitarian, development and peacebuilding partners will accomplish more together than they will apart. Therefore, this proposal seeks to address immediate urgent needs alongside development needs in an interdependent fashion. The Education Cluster (co-led by UNICEF and Save the Children) is widely recognised as the centre-stage of this collaboration, uniting humanitarian and development actors around common goals by facilitating cooperative information sharing, planning and implementation.

Through its whole-of-system approach the ECW MYRP will further strengthen humanitarian development linkages, responding to *our* (ECW and field-based partners) overall shared goal of ensuring every crisis-affected child and young person is in school and learning. The MYRP will serve as a catalytic pooled fund that will allow budgeting for need against total budget required in the programme and ESSP cycle. As outlined in ESSP, the Somaliland Government is committed to increase the funding for education to support ESSP. This will be achieved through increased funding from government, fundraising from bi-lateral and multilateral donors and collaboration and partnership with private and civil societies. The MYRP will be complemented with development programme which feeds into the ESSP 2017- 2021.

### 1.2.4. Analytical frameworks

The context, history and future of education in Somaliland is complex. This proposal presents our understanding of central changes in education through four analytical frameworks, which have been used as lenses to examine existing challenges and corresponding opportunities that are required to surmount barriers and ensure durable and long lasting positive change in the lives of girls and boys, namely:

- 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 Populations (AAP)

### Resilience and continuity of education

A quality and inclusive education system that promotes learning, life skills, and social cohesion is the centre piece of a countries future. In the wake of adverse contexts, such as natural disasters, political crises, health epidemics, pervasive violence, and armed conflict the education systems within Somaliland struggle to deliver basic education services.

In the Somaliland context, an estimated 2.6 million people need humanitarian assistance including 94,000 IDPs. Although communities are recovering from the shocks of drought, floods, tropical cyclones and conflict related displacement and destitution in some parts of Somaliland, the impact is still being felt widely.

### Resilient systems and dimensions of resilience in education

Violence, conflict, and other contexts of adversity present significant challenges as countries try to deliver learning for all. Paradoxically, education is a mitigating factor, enabling children and youth to succeed despite severe challenges. Clearly, education is the key to long term resilience and growth.

### Resilient people (Children)

Research and practice on acute and protracted crises highlight how education can protect vulnerable children and youth by providing them with an appropriate environment within which to nurture their learning and psychosocial well-being. Many learners succeed academically despite adverse economic conditions, homelessness and transitory situations, crisis-affected settings, social exclusion, and other overwhelming risks. These include (a) individual factors (e.g., hope, purpose, social competence, problem solving, and autonomy), (b) environmental factors, such as care and support systems, also go 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 Education Resilience framework

The Education Resilience Approaches (ERA) 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 (learners, parents, teachers, educational administration). It is precisely these individual assets and opportunities for group engagement that foster long term recovery, competence and social cohesion. The third and fourth components consider how schools and education systems can mitigate the previously identified risks and support the education communities by fostering their resilience assets and engagement processes, (i.e. how to fully engage them, respecting their worth and ability to affect change in their own lives). To provide strategic guidance to education systems, ERA is grounded in a context-based approach to provide a set of tools for

local resilience evidence that can inform dialogue and decision making on how schools and communities can foster resilience, and how education systems can deliver relevant services for contexts of adversity.

### Resilience based policy goals

The four-general resilience-based policy goals (Managing and minimizing risks; Using and protecting local assets; Fostering school-community support, and; Aligning education services) can guide the review of 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 at-risk children and youth.

The Joint Resilience Action (JRA) in Somalia/Somaliland 2018-2022 document<sup>17</sup>, jointly produced by the Food and Agricultural Organization (FAO), World Food Program (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 receiving essential services (such as education and child protection) and improved nutrition and income. The benefits of building resilience against shocks in marginalized communities is also a major emphasis in the 2019 HRP. Building the resilience of children, schools and school communities is addressed in Outcome 5 and school-level nutrition is addressed in Outcome 1 of this proposal.

## 2. Centrality of quality learning in safe and protective environments

Climatic shocks and the multi-layered armed conflict prevalent in Somaliland have contributed to a protracted protection crisis as aforementioned. The centrality of protection is overarching and this MYRP seeks to provide education services that are resilient to climatic and conflict shocks. To this end, the Somalia/Somaliland Humanitarian Country Team (HCT) and Inter-Cluster Coordination Group (ICCG) prioritized three ways of working aimed at addressing exclusion, displacement and conflict in the Centrality of Protection Strategy<sup>18</sup>:

- 1) **Identifying and addressing differential risks of exclusion and discrimination, including those based on societal discrimination including age, and gender, power structures, vulnerability, and the need for inclusion of all relevant responders to prevent exclusion:** This MYRP has been designed to strengthen inclusion and accountability to the most vulnerable children and communities by ensuring the education needs of children in protracted crises are met. Further, a new Education Management Information System (Stat Educ2), which has been established and operationalized with the support of the MoES in Somaliland and humanitarian actors, is an indication of system-wide data collection and analysis initiative to ensure every child is accounted for and for effective response to which this MYRP is aligned.
- 2) **Addressing critical protection concerns due to increasing displacement towards IDP sites and collective-centres, including heightened protection risks/threats that emerged in the failure to end displacement through appropriate solutions (local integration, return, and settlement elsewhere):** The Somaliland MYRP is a protection-influenced programme addressing concerns emanating from displacement by targeting

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<sup>17</sup> FAO, WFP and UNICEF (June 2018). Joint Resilience Action in Somalia/Somaliland 2018-2022.

<sup>18</sup> Somalia/Somaliland HCT Centrality of Protection 2018-2019



IDPs, most of whose children are out of school<sup>19</sup>. This MYRP is rallying resources to ensure IDP children have access to quality education services in and out of the seasons of fragility.

- 3) **Enhancing the protection of communities in conflict zones**, particularly those who are affected by indiscriminate and disproportionate targeting of civilians and civilian assets vital for survival, through the engagement of these communities in their self-protection, enhanced delivery of assistance, and robust engagement with parties to the conflict. This impacts on access to education exacerbating protection risks for the most vulnerable families. Where displacement of people happens MYRP will ensure access to education of displaced children thorough Education and child protection reinforce an integrated response strategy to promote

### 3. Gender equity and social inclusion

In line with the overall vision of this MYRP that Somaliland girls and boys affected by crisis learn in safe, functional and inclusive spaces, the program will seek to be proactive in identifying the barriers that various excluded groups (including girls and children with disabilities) encounter in accessing educational opportunities and identifying the resources needed to overcome those barriers. Given the programme is in a complex and fragile context it will seek to always be gender and disability sensitive and where possible gender and disability responsive across policy (Education Policy, Teachers Policy), Strategic instruments (EMIS, curriculum, text books, Teachers Development Strategy, CASH in Education - design, target, delivery), practice (TLMs, training - venue, manual and delivery), infrastructure (schools, furniture, WASH facilities and playgrounds etc.) and institutional (MoE institutions/departments – Regional and District officers ), and CECs (arrangements and interventions).

### 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 Somaliland MYRP will apply the 5 IASC Commitments to AAP where ever possible, examining and adjusting proposed interventions to align with the following commitments:

**Leadership/Governance:** Demonstrate commitment to AAP 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 through 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. Further, the program shall provide a range of accessible and rapid channels of communication with affected populations, so that they are able to make informed decisions

and choices. Programming decisions and actions will be designed to be responsive to the expressed priorities, needs, capacities and views of all persons of concern.

**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 MoES 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 Somaliland as a mechanism for localization and are a key feature of the proposal.

### Alignment with Somaliland Government's strategic education sector priorities

The MYRP follows the overall goal and objectives of the Somaliland MoES and ESSP 2017-2021 to "provide a quality and relevant education that will prepare every student to be successful in life with partnership of its parents and communities"<sup>20</sup>. The ESSP is anchored on the mission, goal, and objectives of the 2015-2030 Somaliland National Policy of Education (SNPE), which articulates the commitment of the MoES to provide quality and affordable education to its citizens. These broader goals of the SNPE are in line with the principle of the UN Convention on the Rights of the Child (CRC); specifically, on education as a right of the child and a catalyst of national development.

The policy objectives of the ESSP designed to accomplish this mission and their relation to this proposal are as follows:

- **Policy objective 1:** To increase and expand access to education (for example, through advocacy programs, construction and rehabilitation of schools and temporary learning

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<sup>20</sup> Somaliland National Policy of Education, 2015-2030

centres with girl-friendly facilities and access for children in emergencies). This policy objective is addressed in Outcome 1 of this proposal.

- **Policy objective 2:** To improve the quality of education in Somaliland (for example, through teacher training, curriculum revision, provision of learning materials and improved quality of workplaces for teachers). This policy objective is addressed in Outcome 2 of this proposal.
- **Policy objective 3:** To promote equity and inclusion for all learners (for example, through expanded opportunities for girls' education, learners with special needs, nomadic children and out-of-school children and youth and minimum standards for education in emergencies). This policy objective is addressed in Outcome 3 of this proposal.
- **Policy objective 4:** To build institutional and human capacity at all levels of the government to facilitate implementation of education reforms. This objective is addressed in Outcome 4 of this proposal.
- **Policy objective 5:** To strengthen the system and review policies in all subsectors. This entails:
  - Strengthening resilience in the education system, for example through contingency planning for emergencies, rapid EiE assessment, capacity development for EiE personnel, prepositioning of supplies for EiE, supporting government-led coordination meetings with partners and providing contingency funds.
  - Social mobilization to support community-led risk mitigation planning and response, through awareness raising among and training of teachers, CECs and community leaders.

In addition, the MYRP is aligned with the 2019 HRP<sup>21</sup> as follows:

- 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.
- Life-sustaining multi-sectoral assistance to reduce humanitarian needs among the most vulnerable people.

The HRP 2019 recommends the strengthening of system level capacities to “deliver effective and coordinated education in preparedness for emergencies”. This is addressed on the localization of decision making and is also consistent with the JRA document, which recommends “a localised approach”.

The Education Cluster concept note on interlinkages of Key Strategies, Needs and priority for EIE Response 2018 reports that an estimated 438,000 school-aged children have been displaced since November 2016 due to drought and conflict. Echoing the message of the Drought Impact and Needs Assessment (DINA), the concept note stresses the need to link early recovery with transition to development through a system strengthening approach that will build a “responsive and resilient education system”, linking humanitarian interventions with the longer-term development agenda.

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<sup>21</sup> UNOCHA Humanitarian Country Team and Partners (December 2017). Humanitarian Response Plan January – December 2018.

The Education 2030 Framework for Action for the Implementation of SDG4<sup>22</sup> sets forth a vision of education for 2015-2030. The framework calls upon education actors to ensure that “the capacity of governments and civil society for disaster risk reduction, peace education, climate change adaptation and emergency preparedness and response are strengthened at all levels to ensure that risk is mitigated, and education maintained during all phases, from emergency response to recovery.” In response to the Education 2030 framework objective, the ECW MYRP will build the capacity of government to address the impacts of crisis on the education sector in the immediate aftermath of natural disaster, or at the onset of conflict. The MYRP will further bridge gaps between the humanitarian, development and peacebuilding response, enabling lasting resilience in the education sector.

### **System strengthening**

The MoES is very centralized, with weak links between the MoES and the regions. Key decisions (e.g. on school construction) are taken centrally. Involving the Regional Education Officers together with the CECs will increase the ownership of interventions in EiE. Ownership of priorities at the local level supports sustainability and leads to improved outcomes. Thus, CECs members’ capacities should be built so that they are able to identify their response priorities.

### **Cash Grants to Schools (CGS)**

CGS has been strongly recommended to build resilience for sustainability. Currently a condition for receiving the grant is that the school must enrol 90 new children (45 girls and 45 boys) per academic year. Experience indicates that within the CGS there is accountability and transparency and that the intervention delivery is quick. As one focus group respondent put it, *“The good thing about the CGS is that we were consulted. Activities are not brought from elsewhere. We were able to prioritise our needs.”* For example, it was reported that the CGS enables school communities to purchase good quality local food, which stimulates local markets. School account is managed by the CECs, and the diaspora and the *zakat* (a religious charitable obligation) contribute to augmenting the CGS. Investments, such as income-generating activities, need to be encouraged. Three schools hosting IDP children reported that the CGS had been very helpful. They had used the grants for purposes relevant to each school, such as water, firewood for the school feeding program, minor rehabilitation, and improved sanitation, incentives for teachers offering afternoon flexi-classes, school uniforms and building an office.

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<sup>22</sup>Education 2030: Incheon Declaration and Framework for Action for the Implementation of SDG 4  
[http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)

## II. STRATEGY AND THEORY OF CHANGE

This section sets forth the strategic approach that will contribute towards achieving the overarching goal on “*Somaliland girls and boys affected by crisis access education services in safe, functional and inclusive spaces*”. At this highest level, the theory of change reflects and responds to the rights of all children to have access to basic education, as enshrined in the 1960 UNESCO Convention against Discrimination in Education and the 1989 UN Convention on the Rights of the Child (CRC). The program will contribute to important qualities of education, such as inclusion and equity, access, continuity, quality of education, protection and overall system strengthening as detailed in the chart below.

The ECW facilitated MYRP seeks to address the rights of children and youth aged 5 - 15 years to a safe education, as enshrined in the 2015 Safe School Declaration. A total of 69 learning facilities identified as being most in need will be supported under this program. Supported schools will be identified in partnership with the MoES in consultation with regional and district education offices. Priority will be given to schools that support rural communities, pastoralist communities, or the urban poor.

In order to meet the needs of crisis-affected boys and girls in targeted areas of Somaliland the proposed MYRP will be catalytic to promote access and continuity of education for crisis-affected girls and boys linking immediate response of the most vulnerable children with medium term and long-term development programmes in Somaliland. In addition, the proposed interventions are informed by both government and humanitarian plans which guide both development and humanitarian responses in Somaliland. The Somaliland Government has a robust ESSP for 2017-2021 and ESA 2017; in conjunction with the 2019 HRP, which is aligned to the ESSP, these three evidence-based documents provide opportunities for linkages of the humanitarian-development-peace nexus. The proposed MYRP is anchored and aligned to key priorities of the ESSP and the HRP.

The response will also revolve around strategic pillars of equitable access and retention, improve the quality of learning, and promote gender equality and inclusion and system strengthening. Through the programme, efforts will be made to firstly create opportunities to access education and improve learning for the vulnerable communities and IDPs in Somaliland. Secondly, the response will continue to support strengthening of the government systems to ensure children benefit from increased access to services provided.

### Target Groups

There are enormous gaps and urgent needs that are still unmet in Somaliland. A recent concept note on EiE, produced by the Somalia/Somaliland Education Cluster<sup>23</sup> and qualitative research undertaken by the consultancy team in August 2018, identified key target groups requiring EiE support. The ECW MYRP will target school aged girls and boys (aged 5-13) youth (aged 10-15) of the most vulnerable rural communities, urban poor and IDPs and refugees and returnees. The most prioritized vulnerable groups who have never attended or have dropped out of formal education will be targeted with ABE to effectively respond to their needs. These vulnerable groups have little or no government support (access to an area is often a determinant of level of services provided, i.e. the more remote, the less services and more resource constraints may exist). Thus, the following groups will be targeted:

- The most marginalized groups in Somaliland;
- Hard to reach rural communities and;

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<sup>23</sup> Interlinkages of key strategies, needs and priorities for an effective and efficient EiE response. Somalia/Somaliland Education Cluster.

- IDPs and urban poor and other groups, including refugees and returnees.

## 2.2 Target Locations and Beneficiaries

According to FSNAU 2019 more than 2.6 million people – 75 per cent of the total population – are currently food insecure in Somaliland. This includes 530,000 people facing Crisis and Emergency (IPC Phase 3 and 4) food security outcomes. The harvest in the northwest of Somaliland is expected to be below average. Vulnerable groups are expected to experience loss of livestock and subsequently become destitute and displaced.

The ECW investment will support 18,000 girls and boys with \$130 supporting a child per year to ensure access to education services for a full academic year.

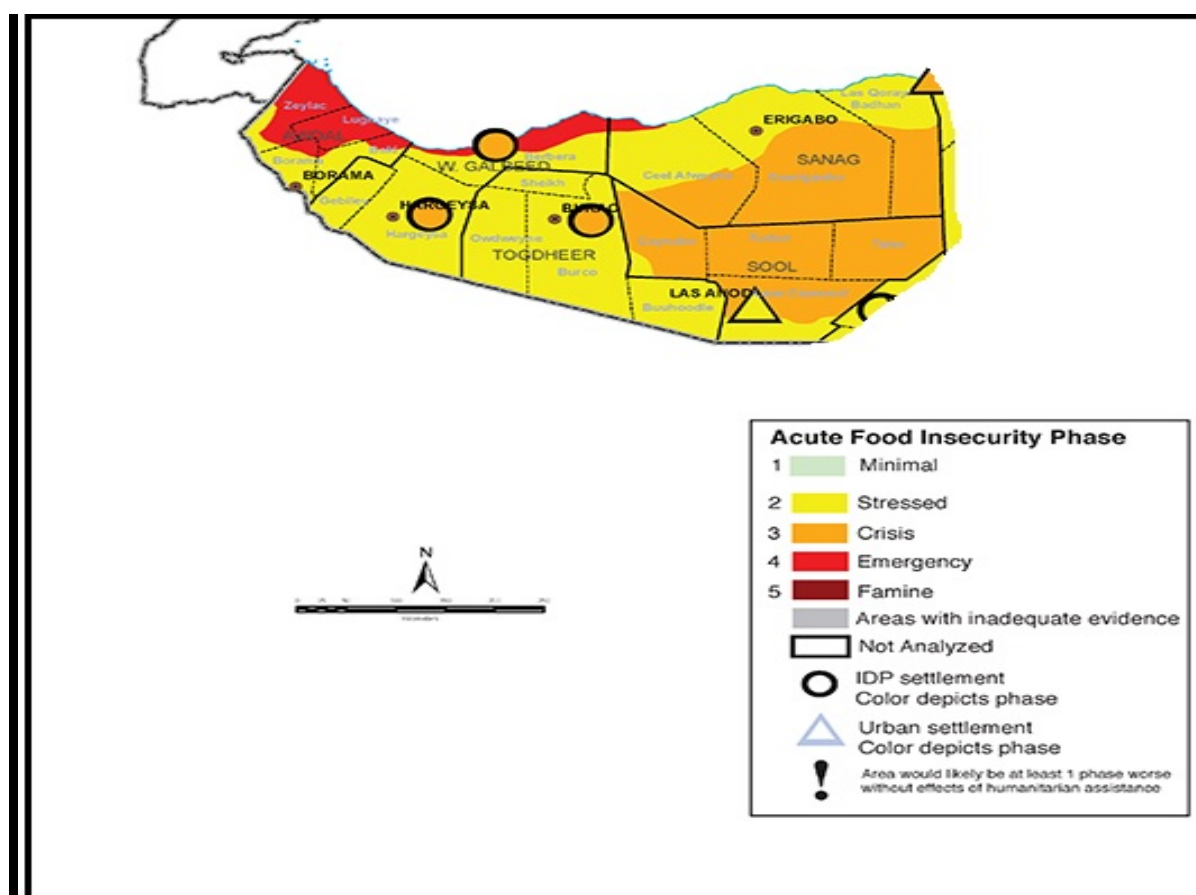
Currently the GER for girls at the primary level is at 38 per cent. However, this programme will strive to target 50 per cent of girls.

The below are regions/districts and the targeted children with the highest priority needs:

Prioritized Districts and Regions				Number of learner targeted
S/N	Regions	Districts		
Overall Children targeted			18,000 Children (50 per cent girls)	
1	Awdal	Zeyla	<ul style="list-style-type: none"> <li>• Rural Communities</li> <li>• Pastoralist community</li> <li>• IDPs</li> </ul>	3,120 Children (50% girls)
		L		
		0..00u0.		
2	Marodijeh	ghaya	<ul style="list-style-type: none"> <li>• Rural Communities</li> <li>• Pastoralist community</li> <li>• IDPs</li> </ul>	5,000 Children (50% girls)
		Baki		
		Hargeisa		
		Salahley		
		Gabiley		
		Farawayne		
		Cadaadley		
3	Sahil	Darasalam	<ul style="list-style-type: none"> <li>• Rural Communities</li> </ul>	1,820 Children (50% girls)
		Baligubadle		
		Berbera		
		Bulhar		

		Las-ciidle Sheikh	<ul style="list-style-type: none"> <li>Pastoralist community</li> <li>IDPs</li> </ul>		
4	<b>Togdheer</b>	Buhoodle Burao Odweyne Duruqsi Balidhig	<ul style="list-style-type: none"> <li>Rural Communities</li> <li>Pastoralist community</li> <li>IDPs</li> </ul>	3,900 Children (50% girls)	
5	<b>Sanaag</b>	Erigavo Eil-afweyn Badhan Gar-adag	<ul style="list-style-type: none"> <li>Rural Communities</li> <li>Pastoralist community</li> <li>IDPs</li> </ul>	2,340 Children (50% girls)	
6	<b>Sool</b>	Las-Anod	<ul style="list-style-type: none"> <li>Rural Communities</li> <li>Pastoralist community</li> <li>IDPs</li> </ul>	1,820 Children (50% girls)	

A map depicting the most emergency-affected locations during the period of August-December 2018 follows.



### 2.3. Theory of Change

The goal of the MYRP is to ensure equitable access to quality education services and improved learning opportunities in safe and protective environment for Somaliland girls and boys affected by crisis.

The theory of change is grounded on two key result areas:



- Increased access to education opportunities.
- Improving quality of learning or learning achievement of children.

If both results are achieved, then the goal of the proposed MYRP programme will ensure that Somaliland school age boys and girls, especially those from vulnerable and marginalised communities, have equitable access to quality education services and improved learning opportunities in a safe and protective environment.

The theory of change responds to the following problem-statement:

Access and retention to education remains a challenge for the crisis affected girls and boys. These children do not have adequate access to quality education, protective, safe, and gender and disability responsive learning environments. This is made worse by lack of government and community capacity to effectively analyse, prepare and respond to emergencies. This therefore leaves children with no adequate protection exposing them to serious risk of abuse/violence.

The result “equitable access to quality education services and improved learning opportunities in a safe and protective environment” will be achieved if the corresponding medium-level results and proposed interventions are attained, namely:

- **Increased equitable access to education:** If a safe and protective environment, gender and disability responsive learning infrastructure; safe drinking water and school feeding are provided, boys and girls will have access to education opportunities.
- **Improved quality and learning outcomes:** If trained teachers, provision of learning materials and assessment regimes are put in place; the programme will be key in addressing quality with results being realised in the coming years.
- **Gender equality in access, retention, and learning:** If attention will be given to address issues related to girls’ safety and security; a gender and disability responsive learning infrastructure is put in place and strengthen gender mainstreaming; access to education for girls and boys will be improved.
- **Systems for delivery of education and governance are improved:** If development and strengthening systems for planning, monitoring and supporting schools are addressed through building the capacity of both the MoES personnel with necessary skills to support education in emergencies and CECs skills in governance; education systems for Somaliland will provide the basis for quality assurance of services delivered and sustainability beyond the programme.

The medium-level results will be achieved through evidence based proposed interventions that respond to identified needs as indicated above. These interventions were identified through a highly collaborative process organized by the ECW Task Team and Cluster led process with Ministry of Education and informed by various key documents. In line with the SDGs and the 2030 agenda, it is critical that the programme will work to deliver improved access to education, while simultaneously emphasizing the quality of teaching and learning.

This theory of change is built on the following set of assumptions:

- Activities to minimise the barriers to educational access for girls will lead to increase enrolment and retention of female learners.
- Efforts to recruit more female teachers will have a positive impact on girls’ enrolment.
- Equipping female and male teachers equally with the knowledge and skills they need, as well as appropriate incentives payments, will ensure that teachers are motivated to remain in school, complete teacher training and regularly attended classes.

- Teachers will apply the knowledge, skills and materials they have been equipped with to deliver developmentally appropriate gender sensitive lessons.
- There is willingness among local officials, teachers, parents, girls and boys to acquire more knowledge and information to achieve better education.
- Education authorities, institutions, and community education committees remain willing and supportive of programme activities.
- National and local Government are willing and committed to achieve better education outcomes for girls and boys.
- Increasing communities' resilience to shocks will lead to increased support for education and children will be better able to enrol and remain in school.
- Activities to enhance societal value of education for girls will achieve attitudinal change.

A schematic representation of the MYRP Theory of Change is as follows:

# Somaliland Girls and boys affected by crisis access education services in safe, functional and inclusive spaces

## Girls and boys access safe learning environment

## Improved learning outcomes for crisis-affected girls and boys

Equitable access to primary education for emergency-affected children and youth is increased (Access)

Continuity of education is improved (System for Delivery & Governance)

Child friendly and inclusive teaching and learning environment improved (Gender Equality)

Safe and protective learning environment is improved and conducive for learning (Protection)

Improved quality teaching

Learning space are available in areas free from environmental hazards and equitably distributed education

Parents and caretakers enrol boys and girls at the correct age

Measures for emergency preparedness adopted to prevent emergency-related interruption of education services

Boys and girls out of schools (drop-outs or never enrolled) are (re)-enrol

School personnel do not perpetrate physical, sexual or psychological violence against girls and boys and use positive behaviours management practices Girls and boys have access to safe water sources, hygiene and sanitation

Improves capacity of duty bearers (parents, communities and government) to protect girls and boys from all forms of violence

Curriculum enhance to promote social and emotional learning as well as life skills (to promote resilience)

Home environment conducive of learning for girls and boys

Women and men teachers have and apply knowledge of effective and genders responsive pedagogical practices

Women and men teachers are more equitably distributed throughout the country according to need

Routes to learning spaces are safe for girls and boys

Communities understand and promotes the rights to education especially to most vulnerable groups

EMIS data features sex-disaggregated and used is used for decision making

Social norms are conducive of timely and inclusive completion of school cycles

Girls and boys access to safe water sources, hygiene and sanitation

Socio-cultural norms reject early marriages and values completion of education cycles for girls

Women and men teachers have developmentally appropriate teaching and learning materials

Parents and caregivers keep teachers and school principals accountable for their children's learning

Women and men teachers who have the knowledge, skills and tools to teach their subjects and support underperformers

Women and men teachers are paid a fair wage and there is no pay differential between male and females

School infrastructure is responsive to the needs of girls and boys, including those with disabilities

HH can generate enough income to enrol and keep girls and boys in school, or receive scholarships/ cash grants

Flexible catch-up programs are accessible to out of school children re-enrolled into formal education (Esp. IDPs and rural communities)

Boys and girls do not engage in child labour or chores that reduce time for education

National and community-based children protection services prevent violence against girls and boys

Boys and girls develop stress management and coping schools

Data and evidence as well as gender analysis inform policy and programme and enforcement of Standards

HH can generate enough income to buy the necessary school supplies, or receive them from development partners

Women and men teachers who attend school regularly and use sufficient classrooms time for teaching

Adequate incentives are paid to teachers including those in remote areas

Schools meet national quality standards (Incl. WASH etc)

Most vulnerable children receive food ration to be ready for school

MoES has increased capacity to manage EiE and coordinated adequate response

Children are in good physical and mental health

State, local gov't and schools have adapted and implemented safe schools policy/minimum school safety procedures

Schools in emergency-affected districts provide adequate PSS support to girls and, boys and teachers

Allocation of financial resources to MoE reflects actual needs at the local level and is equitable

School administration and teachers adhere to policies

System of procurement and distribution of TLM is improved

Allocation of financial resources to MoE reflect actual needs at the local level and is equitable

MoE implement effective system for classrooms observation and quality assurance

Girls and boys are referred to psychosocial, legal and case management services where appropriate

### III. RESULTS AND PARTNERSHIP

#### Introduction

The MYRP aims to ensure equitable access and inclusion to quality education services, improved learning and wellbeing of crisis affected children in safe and protective environment. This Program takes the approach that education is a fundamental human right and a priority for Somaliland community based on two core principles: the child's right to education and need for protection. The envisaged results will be achieved in five outcome areas, each with a set of related outputs to which activities are linked:

**Outcome 1:** Increased equitable access to education.

**Outcome 2:** Improved quality and learning outcomes.

**Outcome 3:** Gender equality in access, retention, completion and learning.

**Outcome 4:** Systems for delivery of education and governance are improved.

**Outcome 5:** Enhanced protection of crisis-affected children and youth.

#### 3.1 Results Structure

##### **Outcome 1: Increased equitable access to education for crisis-affected boy, girls and youth**

The outcome aims to ensure increased equitable access to education and learning opportunities and retention of learners. The MYRP program will respond to the critical concerns of inequity in access to learning by expanding access to learning facilities for marginalized and vulnerable groups. It will ensure a safe, protective, and gender and disability sensitive learning environment for girls and boys.

##### **Output 1.1: Crisis-affected children and youth have access to a friendly learning environment**

The overall strategic priority of the programme is to ensure children affected by the prolonged drought and acute water scarcity in remote, underserved locations of Somaliland remain in schools and continue to learn in a safe and protective environment through provision of critical educational and WASH inputs. These interventions will target the most vulnerable children who are at risk of dropping out of school. It will mitigate the impact of the drought on education by ensuring access to education and retention of children already enrolled in school. Evidence from the 2017 pre-famine response showed provision of school food and safe drinking water in schools and vulnerable households was effective in retaining children in schools instead of working to support their families provide food. This approach reinforces an integrated response strategy to promote access and retention of learners in education. In addition, improved hygiene and WASH facilities will help to minimize the incidence of diseases, such as acute water diarrhoea (AWD). These interventions will be supported through CGS.

##### **Output 1.2: Safe and protective learning environments are provided for crisis-affected children**

The infrastructure enhancement effort will focus on rehabilitation of learning facilities and furnishing. Infrastructure enhancement will also systematically apply a gender and disability-sensitive approach to ensure that facilities are appropriate to meet the needs, safety for and protection of all girls and boys. This includes for example, accessibility designs, school latrines are equipped with adequate privacy, lighting and locks. Schools will be supported and rehabilitated with due attention to child protection concerns. Learners (boys and girls) will continue to be supported with school uniforms through school cash grants, an intervention that will support children from poor households in rural areas.

The programme will also support a friendly environment with recreational facilities for boys and girls to learn and play. This is aimed to build children's social skills and contribute to their overall wellbeing. Recreational spaces, appropriated assorted playing materials such as balls, skipping ropes, board games, lego block among others. Children with disabilities face multiple forms of discrimination which leads to their exclusion from schools. These challenges are compounded by attitudes toward disability, as well as a lack of resources. In Somaliland, the exact number of school-aged children with disabilities is not yet known, special education is not yet developed and equipped, and no special needs teachers training is in place to meet the varied needs of children with extreme cases of disabilities. Nonetheless, a disability assessment will be undertaken to establish data on disability and identify different types and level of disability in Somaliland. In addition, where there are cases of children with disabilities, this programme will ensure that the schools are responsive to supporting these children. This will be achieved through provision of disability responsive facilities and assistive devices in the learning centres.

## **Outcome 2: Improved quality and learning outcome for crisis-affected boys and girls**

This MYRP program recognizes that expanding access alone without addressing the issue of quality would be insufficient for education to contribute fully to the development of the individual and society. Teachers and learning materials will be critical to the achievement of quality education for children. The quality of education provided to children is, to a large extent, impacted by the quality of the teachers. Teachers are at the centre of quality improvement efforts, and as such their training and certification are critical to the achievement of the objective of quality improvement. To deliver quality education services that will lead to improved learning outcomes, increasing and retaining qualified female and male teachers in primary schools remains a priority intervention.

### **Output 2.1: Children receive timely and quality education service**

These interventions will contribute to learned knowledge, skills and values that will contribute to improve learning outcomes. This output seeks to provide crisis-affected children and youth with teaching and learning materials, without which effective teaching and learning is extremely difficult. Preparedness for rapid response to emergencies will include the ready availability of stock, such as school supplies to support both boys and girls. While the MoES and development partners have warehouses at regional level, these are themselves subject to damage in disasters. The option preferred by role players with experience in emergencies is central warehousing in Hargeisa (where the MoES has a warehouse) for direct distribution to schools.

As an enabler to quality education, teachers will be trained on pedagogical and psychosocial skills including orientation on child safeguarding. Increasing the capacity of teachers through provision of opportunities for professional development is aimed to contribute to improved standards of teaching. 50 per cent of teachers in Somaliland are untrained hence pedagogical skill will be critical to address quality of education. Teacher training will aim to ensure improved gender-sensitive teaching practices adopted by teachers in targeted schools. It will be achieved through investments in gender sensitive learning assessments and teaching practices. Training will be provided in July each year during the long school holiday. Beyond pedagogical skills, teachers will be trained on psychosocial skills and oriented with child safeguarding. Teachers will also learn skills on how to support children with different types of disabilities. Key activities to support this result will be implemented through the development and delivery of effective in-service training of both male and female teachers. In addition, retention of teachers in emergency-affected contexts is difficult, thus teachers' incentives will be provided to promote teacher retention.

As aforementioned, female teachers are under-represented in the teaching profession. Thus, proactive recruitment of women teachers will be undertaken and provided with support for additional professional development. This will be achieved through outreach support to engage more women in teaching training programmes and strengthen capacity of existing women teachers through formal and informal gender-responsive training and mentorship programmes.

Targeting crisis-affected schools for quality assurance will improve learning outcomes for children and youth in those schools and provide a much-needed bridge to development. Most emergency-affected schools were in the past not supported with quality assurance services. This has had negative consequences with teachers lacking necessary feedback to improve quality of teaching learning. In addition, it will be important to monitor the impact of the above interventions on numeracy and literacy levels among emergency-affected learners.

### **Outcome 3: Gender equality in access, retention and learning for crisis-affected girls and boys increased**

The MYRP will strive to support efforts to reduce gender equality gaps. The MYRP will adopt a mix of approaches to support Somaliland in ensuring the needs of girls and boys are addressed. As outlined in Outcome 1 and 2, targeting interventions will ensure boys' and girls' enrolment, retention, safety and protection to address access barriers to education. This will be achieved through provision of a safer learning environment, improved friendly water and sanitation facilities, and recruitment of female teachers. GPE grant will complement MYRP with support for analysis of gender on Somaliland curriculum will be undertaken under the curriculum review process. This will inform a better understanding of the gender and social inclusion gaps in EiE programming to respond appropriately to improve government planning and meet the needs of all emergency-affected girls and boys.<sup>24</sup>

#### **Output 3.1: Out-of-school children including girls are reached through Alternative Basic Education**

In an effort to support out-of-school children who are overage, alternative education pathways for vulnerable and marginalised groups will be provided to facilitate opportunities for learners to transition from lower grade and formally mainstreamed within the programme. Children aged 8-12 who have never been to or dropped out of school will be supported with the ABE programme. All ABE will follow the accelerated ABE curriculum with Level 1 to 3 as governed by the MoES. Emphasis will be placed on marginalized children, which includes giving special attention to enrolment of girls, especially in low-income and remote areas. It is expected that this modality will provide alternative opportunities for girls to access education services and encourage school completion and improve rates of transition to upper grades.

#### **Output 3.2: Capacities of MoES staff for gender mainstreaming in EiE are increased.**

The MoES have developed a gender framework to address critical areas, such as low enrolment of girls in schools, low number of female teachers, early and forced marriages for girls, establishment of gender task force and consideration of special needs for girls among others. This is geared towards ensuring equal rights to education for girls and boys, women and men. Training facilitated through the Gender Unit within the MoES is expected to introduce staff to essential knowledge and skills to mainstream gender in EiE.

#### **Output 3.3: Gender specific barriers to access and retention of girls in school are lifted.**

Girls face a myriad of challenges denying them access to education, ranging from socio-economic barriers, such as unequal gender norms, early marriage and poverty, amongst others. Girls will be supported with the following interventions to ensure they have access to education services:

- Establish girls' empowerment forums in schools.

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<sup>24</sup> National Strategy and Plan of Action for Female Participation in Education 2018

- Support for menstrual hygiene management (MHM) for girls.
- Provision of solar lamps to girls and boys in rural areas.

#### **Outcome 4: Systems for delivery of education and governance are improved**

This outcome focuses on improving the systems and capacity of the Ministry of Education and Science (MoES) from the national level and district level. This will involve system strengthening, improving policy environment through development of relevant guidelines, improve the capacity of MoES staff. It is expected that this shift will not only increase equitable access to quality services, but also create positive conditions for crisis affected children to acquire the expected skills and sustainability.

##### **Output 4.1: Enhanced stakeholder capacity in EiE management and governance**

While regional and district officials, head teachers, teachers and CEC members will play important roles in an emergency, the capacity of national MoES officials, including Quality Assurance Officers (QAOs), also needs to be strengthened. This will entail capacity strengthening of the MoES officials on EiE and EiE coordination mechanisms, both at national and district level. There is anecdotal evidence that young female MoES staff have responded positively and effectively in recent emergencies, and these personnel will be targeted for training. Training of both teachers and CEC members in disaster preparedness as an aspect of disaster management will enable to manage disasters with minimal consequences. The MoES will also be supported to ensure EiE is captured in the Education Management Information System (EMIS) system, which has been identified as a gap that needs to be addressed.

Given local actors have contextual knowledge and are often the first responders, emergency responses are managed best locally. For example, in the recent cyclone 2018, damaged schools and decisions about the rehabilitation and reconstruction needs were made by the local schools and school communities. The provision of school cash grants will be a principal factor in the localization of decision making. However, this approach needs to be formalized with standards and guidelines developed. To support effective action by CECs and school administrators, the guidelines will set out to support the MoES and partners in meeting educational needs for boys and girls in times of crisis.

The MYRP is a complex program for which the MoES needs technical expertise to perform its directive role effectively. Every effort will be made to ensure that the team is gender balanced. The MoES EiE regional focal points operate under difficult conditions but are poorly remunerated. Incentives will be an important motivation for improved regional responses in emergencies.

#### **Outcome 5: Enhanced protection for crisis-affected children and youth**

Education provides protection mechanisms to crisis affected children in challenging conditions, and helps them to cope with the difficult situation and provide hope as well as building the foundation to reach their full potential of their lives. As such interventions will be put in place to ensure these children are protected.

##### **Output 5.1: Enhanced access to protective learning environment**

This intervention will target teachers and children. Beyond pedagogical skills, teacher will be trained on psychosocial skills to support boys and girls in need of psychosocial care and activities. This is intended to strengthen school-based child protection mechanisms for children and adolescents. Specialised psychosocial support will be provided to vulnerable children to cope with and minimize trauma (arising from abuse, community and school violence, natural and human-made disasters, traumatic loss or grief, etc.), and to bring normalcy into their daily lives. Equipping teachers with these skills will create referral pathways to ensure children in need of more specialised psychosocial support reach out to specialised psychosocial services. In addition, children will be supported to



develop skills and knowledge through activities that focus on life skills, culturally appropriate coping mechanisms, and stress-management techniques. The MoES will work towards harmonizing psychosocial resources for teacher training.

### **Output 5.2: Enhance protection of children in and out of learning facilities**

This intervention will ensure children are protected from deliberate or inadvertent actions that place these children at risk of violence, insecurity, child abuse, sexual exploitation and any other harm. As such, Somaliland has a reasonably complete set of policies for the education sector; however, a safe schools framework is urgently needed. The framework will be designed to ensure the schools are safe and secure, have appropriate structures and enabling environment, and ensure school management, teachers and CECs provide remedial and preventive interventions. This will ensure overall welfare for learners, especially children. Building strong bonds between the schools and community will be enhanced to ensure child safety in and out of school. Linked with this, the MoES will also develop child safeguarding guidelines for schools to ensure partners, teachers and the community do not expose children to risks of harm and abuse. The MoES, through the EiEWG, will also establish a technical group on child safeguarding that will oversee implementation of the guideline in schools.

Finally, child clubs provide a forum for peer-to-peer support among the children, equipping them with knowledge and life skills to identify school and community problems and work collaboratively to address the problems. Over the years, anecdotal evidence shows peer-to-peer support has been effective in developing leadership skills. Through this programme the child club guidelines will be reviewed with the leadership of the MoES to strengthen ownership by the government.

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

Somaliland is striving forward on a path towards universal education that enables all citizens to have access to basic education irrespective of their gender, ability, ethnicity and social status. The Education Sector is a critical part of the 2030 Somaliland Vision's Social Pillar which seeks to promote caring society meeting the basic social needs of its members<sup>25</sup>. The Somaliland Government has a robust ESSP for 2017-2021 and ESA 2017, in conjunction with the 2019 HRP, which is aligned to the ESSP, these three evidence-based documents provide opportunities for linkages of the humanitarian-development-peace nexus.

The current ESSP is aligned to the Somaliland National Development Plan Two (2017 – 2021). This plan is well established within Somaliland's aid architecture. Supported closely by several international agencies and civil society,<sup>26</sup> the ESSP provides the structure behind which funding supporting education are aligned. Anchored and aligned to the ESSP 2017-2021 and HRP 2019, the MYRP serves as a resource mobilization tool. While ECW will provide seed funding to cover the implementation of activities (about 10 per cent of overall budget), more resources are needed to achieve the expected results. In keeping with the commitment to increase funding allocation for education, the government has already shown goodwill by contributing \$200,000 toward the implementation of activities. Based on past trends and potential future investment of key partners for Somaliland, on-budget (domestic revenue) will be 69 per cent and the rest financed by off-budget (Donor and partner).<sup>27</sup> The detailed budget provides the areas where financing gaps exist.

Increased investment is imperative to ensure that EiE is adequately funded in a context prone to environmental stresses and pockets of conflict. This requires that all related stakeholders, mainly the government, civil society, the private sector, and donor community, are mobilized to advocate for EiE and protracted crises. The MYRP stakeholders in-country (MoE, Grantee, Cluster, Education Sector Committee (ESC) and Implementing Partners (IPs) are committed to developing strong

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<sup>25</sup> Somaliland National Development Plan two 2017 – 2021

<sup>26</sup> Ibid

<sup>27</sup> ESSP Project based in Somaliland Joint Review of Education sector (JRES) 2015

advocacy and resource mobilization strategies to support the implementation of education interventions not funded through the seed funding of the MYRP.

### **3.3 Cost Efficiency and Effectiveness of the Programme**

The ECW MYRP will be complemented in close coordination with existing grants supporting the education sector priorities to ensure synergy and no overlaps. Somaliland is recipient of several multiyear grants, including the Global Partnership for Education (GPE) 2017-2021, with initial Maximum Country Allocation of \$8.8 million, Horumarinta Elmiga III 2019-2021 funded by the European Union (EU), Girls' Education Challenge funded by DFID and other UNICEF supported education programmes. The objective of the GPE, DFID and EU grants are to improve access, quality and equity in education systems, which augment the objective of this ECW MYRP.

The MYRP will work in synergy with the GPE initiative, particularly on the education infrastructure support, scholarship grants, policy development, teachers' training and certification and capacity strengthening of the MoES. In addition, ECW MYRP will be linked to Horumarinta Elmiga III 2019-2021, which focuses on education infrastructure support, scholarship grants, teachers' training and radio education programmes for pastoralists. This will be supporting 116 primary schools spread across Somaliland. The DFID supported Girls Education Challenge will also benefit this ECW MYRP as it is supporting development and adaptation of training guides for CECs, scholarship for girls, girls clubs, female mentorship and teacher training. Other UNICEF supported education programmes also aim to improve access to and quality of equitable and inclusive education through capacity strengthening of the MoES, teachers' training and incentives, school supplies, safe drinking water and school feeding, which will also complement this ECW MYRP. Additionally, UNICEF Somalia's Education and Child Protection sections continue to work closely to integrate initiatives to strengthen common strategies which address the education and protection needs of child labour, support to children on the move, children under conflict and crisis, psychosocial support, and referrals and case management.

Finally, the MoES, in coordination with education partners and the Education Cluster, has ensured the targeting of schools is clearly done to ensure synergies and complementarity for all education interventions. In addition, the MoES and Education Cluster have developed a mapping tool - the 4W matrix (annexed) which supports the MoES cluster and Cluster leads to map and coordinate all agencies with education programmes, monitor response progress and ensure that education needs are met without gaps, overlap and/or duplication.

### **3.4 Partnerships**

Children, youth, education actors, and communities are at the centre of any accomplishments achieved through this MYRP. The Education partners (humanitarian and development) 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. Through community consultation and ensuring women and girls are engaged and accountability mechanisms, communities will be empowered to guide prioritisation of activities and support the provision of quality education.

The MYRP reinforces strategic partnerships between civil society, UN agencies, donors, and government, including the regional education officers 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 education cluster with its roles as the coordination structure of the MYRP will facilitate continuous dialogues and information sharing with the MoES, EiE Working Group, Education Sector Committee (ESC) and donors. These structures provide

critical interface for the multi-year framework as they consist of donors, civil society and government. 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. The overall objective of capacity building activities will be to ensure sustainability of programme outcomes, beyond the programme lifecycle.

The Government of Somaliland, 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 education response and wellbeing of communities.

### 3.5 Stakeholder Engagement

Inclusive stakeholder engagement and consultation is the impetus and centre-block of this MYRP's design. This helps ensure that the activities laid out herewith accurately reflects current needs while also presenting a longer-term vision. Beginning with the ECW scoping mission in April 2018, development and humanitarian partners discussed and understood the needs, scope and focus of the programme and propose recommend activities.

**Consultation:** The MYRP proposal has undergone multiple revisions benefiting from several rounds of feedback, which has allowed the proposed programme to be shaped by constructive and informed inputs and feedback.

Building on the robust process of stakeholder engagement including consultation of women and girls in developing the programme, the implementation of the programme will be undertaken in a similar spirit. Government, partner organisations, and communities will be continuously engaged in the implementation of the programme. To ensure that the programme remains relevant and responsive, the Education Cluster will facilitate periodic consultations between stakeholders to assess progress and agree on strategies needed to achieve results.

### Key Stakeholders in Education in Emergencies

Stakeholder Category	Stakeholders	Roles
<b>National Government</b>	MoES	Decision maker/Government funding Chair of the Program Steering Committee (SC)
<b>National Government</b>	Ministry of Health Ministry of Finance Ministry of Planning Ministry of Water Ministry of Livestock Ministry of Fisheries Ministry of the Environment	Advice on areas of expertise Participation in the Program Advisory Committee (advising the SC)
<b>Regional Administration</b>	Regional Education Officers District Education Officers	Implementation of MoES policies and plans at their respective levels
<b>Civil Society</b>	Community leaders and village decision makers	
<b>Donors</b>		Funding, partnership Participation in the SC
<b>International Organizations</b>	UNICEF, WFP, WHO, UNOCHA, UNHCR, World Bank	Partnerships Information Advice to the SC

<b>NGOs</b>	Local and international NGOs	Partnerships Implementers
<b>Targeted Communities</b>	Participants of the program	Participants in decisions about program interventions Participants in awareness raising campaigns

### 3.6 Risks and Risk Mitigation

The table below presents risks present in program implementation and, where possible, mitigation measures.

<b>Risks</b>	<b>Mitigation Measures</b>
Political instability in the form of tensions between Somaliland and Puntland	No macro level mitigation measures are within the capability of program management. However, progress on safe schools is expected to reduce negative impacts on target schools
Clan conflict	No macro level mitigation measures are within the capability of program management. However, progress on safe schools is expected to reduce negative impacts on target schools since it has aspects and elements of Conflict sensitive education programming.
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
The shortfall in funding for EiE is not fully covered by donors other than ECW	The MoES and the SC will, within six months of program inception, create a pooled funding mechanism that will reduce transaction costs
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
Drought or other natural disasters	Outputs seek to prepare communities to mitigate the negative effects of natural disasters by developing community/school action plans.

The assessment of risks is presented in Annex 1. Residual risk overall is low to medium.

### 3.7 Knowledge

Apart from the envisaged evaluations (see Section VI below), the RFP for the PMA role will require the PMA to indicate and cost innovative knowledge products that will be used to disseminate, locally and internationally, best practices in EiE and lessons learned through program implementation.

### 3.8 Sustainability and Scaling up

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 to rights holders in Somaliland. This will be built through strengthening government and community capacity at national and local level which will play a critical role in ensuring sustainability and ownership of both humanitarian and development education. 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 to further capacitate the MoES and CSOs to fully assume all aspects of implementation.

To ensure financial sustainability for Somaliland, the government has shown commitment to supporting education financing by its drastic increase of education allocation from its 2019 budget to 8 per cent from 4 per cent a few year ago with a projection raising the allocation to 13 per cent by 2021. This will not only enable MoES meets its basis educational services, it will also support improve the capacity of MoES to respond to emergencies better, collaborate with donors and partners,<sup>28</sup> and ensure sustainability of education services in Somaliland. The long-term intention is to ensure education is supported through in and off budget from the central government hence national and community ownership will be established.

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 proposed programme should provide a mechanism -a costed framework, through which donors can immediately fund vetted education activities in Somaliland. This will assist in building sustainability of donor-funded activities within Somaliland, 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.

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28 Somaliland Education Sector Strategic Plan (ESSP) 2017-2021

## IV. RESULTS FRAMEWORK

### Mandatory ECW Core Indicators

Output	Baseline & Targets		Primary Education					
FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance			ECW Seed Funds			Overall Programme		
			F	M	Total	F	M	Total
	Total Targets	Baseline	18,965	28,448	47,413	18,965	28,448	47,413
		Year 1 target	9,000	9,000	18,000	82,000	82,000	164,000
		Year 2 target	9,900	9,900	19,800	90,200	90,200	180,400
		Year 3 target	10,890	10,890	21,780	99,220	99,220	198,440
	Children with disabilities (sex disaggregated) <sup>29</sup>	Baseline	No data	No data	No data	No data	No data	No data
		Year 1 target	0	0	0	0	0	0
		Year 2 target	100	100	200	1,000	1,000	2,000
		Year 3 target	110	110	220	1,100	1,100	2,200

<sup>29</sup> Data of children with disabilities in Somaliland are limited; further data collection will be undertaken as part of the programme to address this gap.

			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	18,965	28,448	47,413	18,965	28,448	47,413
		Year 1 target	9,000	9,000	18,000	82,000	82,000	164,000
		Year 2 target	9,900	9,900	19,800	90,200	90,200	180,400
		Year 3 target	10,890	10,890	21,780	99,220	99,220	198,440
	Children with disabilities (sex disaggregated)	Baseline	No data	No data	No data	No data	No data	No data
		Year 1 target	0	0	0	0	0	0
		Year 2 target	100	100	200	1,000	1,000	2,000
		Year 3 target	110	110	220	1,100	1,100	2,200
	Returnees/Refugees	Baseline	615	923	1,538	615	923	1,538
		Year 1 target	255	255	510	2,500	2,500	5,000
		Year 2 target	281	281	561	2,750	2,750	5,500
		Year 3 target	309	309	617	3,025	3,025	6,050
	IDPs	Baseline	6,708	10,064	16,772	6,708	10,064	16,772
		Year 1 target	900	900	1,800	4,500	4,500	9,000
		Year 2 target	990	990	1,980	4,950	4,950	9,900
		Year 3 target	1,089	1,089	2,178	5,445	5,445	10,890
	Host population	Baseline	11,642	17,461	29,103	11,642	17,461	29,103
		Year 1 target	7,845	7,845	15,690	75,000	75,000	150,000
		Year 2 target	8,630	8,630	17,259	82,500	82,500	165,000
		Year 3 target	9,492	9,492	18,985	90,750	90,750	181,500
# of children and youth receiving individual learning materials (e.g., textbooks, notebooks, etc.)	Total	Baseline	18,965	28,445	47,413	18,965	28,445	47,413
		Year 1 target	9,000	9,000	18,000	82,000	82,000	164,000
		Year 2 target	9,900	9,900	19,800	90,000	90,000	180,000
		Year 3 target	10,890	10,890	21,780	99,220	99,220	198,440



	Children with disabilities [2]	Baseline	No data	No data	No data	No data	No data	No data
		Year 1 target	0	0	0	0	0	0
		Year 2 target	100	100	200	1,000	1,000	2,000
		Year 3 target	110	110	220	1,100	1,100	2,200
	Returnees/Refugee	Baseline	615	923	1,538	615	923	1,538
		Year 1 target	255	255	510	2,500	2,500	5,000
		Year 2 target	281	281	561	2,750	2,750	5,500
		Year 3 target	309	309	617	3,025	3,025	6,050
	IDP	Baseline	6,708	10,064	16,772	6,708	10,064	16,772
		Year 1 target	900	900	1,800	4,500	4,500	9,000
		Year 2 target	990	990	1,980	4,950	4,950	9,900
		Year 3 target	1,089	1,089	2,178	5,445	5,445	10,890
	Host population	Baseline	11,642	17,461	29,103	11,642	17,461	29,103
		Year 1 target	7,845	7,845	15,690	75,000	75,000	150,000
		Year 2 target	8,630	8,630	17,259	82,500	82,500	165,000
		Year 3 target	9,492	9,492	18,985	90,750	90,750	181,500

### Quality education

		Baseline & Targets	F	M	Total
	# of teachers or education administrators trained, disaggregated by sex	Baseline	35	198	233
		Year 1 target	98	182	280
		Year 2 target	96	179	275
		Year 3 target	96	179	275

	# of teachers recruited or financially supported, disaggregated by sex	Baseline	35	198	233
		Year 1 target	91	49	140
		Year 2 target	91	49	140
		Year 3 target	91	49	140

### Safe and inclusive learning spaces

	# of gender- and disability- sensitive WASH facilities rehabilitated	Baseline	136
		Year 1 target	12
		Year 2 target	12
		Year 3 target	12
	# of accessible school environments (e.g., through infrastructures, equipment e.g. desks or classroom materials)	Baseline	192
		Year 1 target	33
		Year 2 target	34
		Year 3 target	33

### Seed Funding Specific Results

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

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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>Outcome 1:</b> Increased equitable access to education for crisis-affected boys, girls and youth	1.1. % of children and youth in school/learning centres reached with ECW assistance.	EIE working group reports	40%	2018	18,000 (9,000 girls)	19,800 (9,900 girls)	21,700 (10,850 girls)	21,700 (10,850 girls)	<b>For all indicators:</b> Data collection methods will be developed as part of the monitoring and evaluation plan for the program during the inception stage.
	1.2 % of learners who pass national / formal school system assessment / placement test at target grade level (disaggregated by disability and sex)	National examination board report	60%	2017-2018	63%	66%	70%	70%	
Output 1.1: Crisis-affected children and youth have access to friendly learning environment	1.1.1 # of crisis affected children benefiting with safe drinking water (sex disaggregated)	EIE WG reports and IP field reports	47,413	2017-2018	6,000 (3,000 girls)	6,000 (3,000 girls)	6,000 (3,000 girls)	6,000 (3,000 girls)	
	1.1.2. # of schools benefiting with water storage facilities	EIE WG reports and IP field reports	192	2017-2018	20	29	20	69	

<sup>30</sup> Targeting is based on MoEHS ESSP data

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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)		
	1.1.3. # of schools with improved gender and disability sensitive WASH facilities	EIE WG reports and IP field reports	136	2017-2018	12	12	12	36	
	1.1.4 # of crisis affected children benefiting from school feeding and dry rations to take home (sex disaggregated)	EIE WG reports and IP field reports	15,000	2017-2018	5,000 (3,000 girls)	5,000 (3,000 girls)	5,000 (3,000 girls)	5,000 (3,000 girls)	
Output 1.2: Safe and protective learning environments are provided for crisis-affected children	1.2.1. # of classrooms rehabilitated with an emphasis on safety and child protection and providing disability and gender-responsive facilities	EIE WG reports and IP field reports	480	2017-2018	15	21	20	56	
	1.2.2. # of schools with desks with benches replaced (one desk and bench for three children)	EIE WG reports and IP field reports	800	2017-2018	33	34	33	100	
	1.2.3: # of children receiving school uniforms	EIE WG reports and IP field reports	25,132(40% Girls)	2017-2018	2,000 (1,000 girls)	2,000 (1,000 girls)	2,000 (1,000 girls)	6,000 (1,000 girls)	
	1.2.4: # of children benefitting with recreational facilities	EIE WG reports and IP field reports	35,000	2017-2018	18,000 (9,000 girls)	19,800 (9,900 girls)	21,700 (10,850 s)	21,700 (10,850 s))	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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)		
	1.2.5: Schools aged children with disabilities survey undertaken	EIE WG reports and IP field reports	NA	2017-2018	1			1	
	1.2.6: # of children with disabilities supported with assistive devices in schools	EIE WG reports and IP field reports	NA	2017-2018	1	200 (100 girls)	220 (110 girls)	242 (121 girls)	
Outcome 2: Improved quality and learning outcome for crisis-affected boys and girls	2.1. % of teachers who employ learner’s centred teaching methodologies <sup>31</sup> (sex disaggregated)	EMIS 2016	39% (16% female)	2015-2016	10% <sup>32</sup>	10%	10%	30%	
	2.2. % of learners demonstrate minimum proficiency in reading and numeracy in lower grades -over 50% score (sex disaggregated)	Early Grade Reading Assessment (EGRA) / Early Grade Maths Assessment (EGMA) grade 3	23% (15% girls)	2014	NA	10%	10%	20%	

<sup>31</sup> Standards are detailed in the MOEHS and partners' minimum quality assurance guideline and tools (manual). Over 100 quality assurance officers have been trained across the country to undertake school supervision regularly.

<sup>32</sup> Teachers will be trained a cohort of three within the three years with the first batch of teachers trained in the 1<sup>st</sup> year

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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 2.1: Children receive timely and quality education service	2.2.1: # of learners provided with essential teaching learning materials (TLM) (sex disaggregated)	EIE WG reports and IP field reports	20,230 (50% girls)	2017-2018	18,000 (9,000 girls)	19,800 (9,900 girls)	21,700 (10,850 girls)	21,700 (10,850 girls)	
	2.2.2: # of teachers receiving in-service training (sex disaggregated)	EIE WG reports and IP field reports	2000 (16% females)	2015-2016	280 (98 female) <sup>33</sup>	275 (96 female)	275 (96 female)	830 (290 female)	
	2.2.3: # of teachers recruited and receiving financial incentives (sex disaggregated)	EIE WG reports and IP field reports	5,000 (38% female)	2018	140 (50 female)	140 (50 female)	140 (50 female)	140 (50 female)	
	2.2.4: Test learners against improvement targets in numeracy and literacy	EIE WG reports and IP field reports	0	2017-2018		1,300 (50% girls)	1,300 (50% girls)	2,600 (50% girls)	
	2.2.5: # of children undertaking remedial classes			2017-2018	1,500	1,500 (50% girls)	1,500 (50% girls)	4,500 (50% girls)	
Outcome 3: Gender equality in access,	3.1. % of women teachers trained and retained in the teaching profession	Government pay roll.	16%	2018	5%	5%	5%	15%	

<sup>33</sup> Currently the female teachers' ratio at the primary level is at 16 per cent. However, this programme will strive to double the target of female teachers to 35 per cent

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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)		
retention and learning for crisis-affected girls and boys increased	3.2. % of girls completing Alternative Basic Education (ABE) and transitioned to formal school	Exam Board	42%	2017-2018	15%	15%	15%	45%	
Output 3.1: Out-of-school children including girls are reached through Alternative Basic Education	3.3.1: # of girls and boys enrolled in targeted Alternative Basic Education (ABE	EIE WG reports and IP field reports	NA	2018	764 (50% girls)	764 (50% girls)	764 (50% girls)	764 (50% girls)	
Output 3.2 Capacities of MoES staff and partners for gender mainstreaming in EiE are increased.	3.2.1: Training on gender mainstreaming for Ministry of Education and partners	EIE WG reports and IP field reports	NA	2017-2018	20 (10 females)	0	0	20 (10 females)	
Output 3.3 Gender specific barriers to	3.3.1: # of girls' benefitted with empowerment activities in schools	EIE WG reports and IP field reports	0	2017-2018	3,000	3,000	3,000	3,000	



EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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)		
access and retention of girls in school are lifted.	3.3.2: # of girls benefiting with menstrual hygiene management kits	EIE WG reports and IP field reports	0	2017-2018	270	270	270	810	
	3.3.3: # of girls and boys benefiting with solar Lamps	MOES management report	0	2017-2018	200	200	200	600	
<b>Outcome 4:</b> Systems for delivery of education and governance are improved	4.1. % of participants (sex disaggregated) who can correctly replicate key (skills/methods) covered in training/outreach	MOES management report	2%	2018	10%	10%	10%	10%	
	4.2. % of local authorities trained to support school governance/management (sex disaggregated)	MOES management report	50% (2%f)	2017	10%	10%	10%	30%	
Output 4.1: Enhanced stakeholder capacity in EiE management	4.1.1: # of MoES and partners personnel trained on management of Education in Emergencies (sex disaggregated)	MOES management report	50 (10% female)	2016	20 (8 female)	20 (8 female)	20 (8 female)	60 (24 female)	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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)		
and governance	4.1.2: # of head teachers (sex disaggregated) and CECs members (sex-disaggregated) trained on governance, school development plans, psychosocial, resource managements, safe schools	EIE WG reports and IP field reports	244 (73 females)	2017-2018	172 (60 female)	172 (60 female)	172 (60 female)	172 (60 female)	
	4.1.3: EiE data incorporated in the EMIS system	EIE WG reports and IP field reports	0	2018	1	1	1	1	
<b>Outcome 5:</b> Enhance protection of crisis y-affected children and youth	5.1: % of ECW supported schools that offer psychosocial support	EIE WG reports and IP field reports	NA		50%	50%	50%	50%	
Output 5.1: Enhanced access to protective	5.1.1: Psychosocial resources for teacher training harmonised	EIE WG reports and IP field reports	NA	207-2018	1	0	0	1	

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS <sup>30</sup>				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)		
learning environment	5.1.2: # of learners (sex disaggregated) supported with psychosocial support and child safeguarding awareness	EIE WG reports and IP field reports	NA	2017-2018	4,100	4,100	4,100	12,300	
	5.1.3: # of teachers (sex-disaggregated) trained in psychosocial care	EIE WG reports and IP field reports	1,950	2016	280	275	275	830	
Output 5.2: Enhance protection of children in and out of learning facilities	5.2.1: Number of children (boys & girls) engaged in child clubs equipping them with necessary life skills such as hygiene promotion	EIE WG reports and IP field reports	7,000	2017-2018	2,000 (50% girls)	2,000 (50% girls)	2,000 (50% girls)	2,000 (50% girls)	
	5.2.2: Child safeguarding guidelines for schools developed	EIE WG reports and IP field reports	NA	2018	1			1	
	5.2.3: Safe schools framework developed	EIE WG reports and IP field reports	NA			1		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 five program outcomes will be measured against targets established.

Baseline data (where not already available) (where relevant, disaggregated by sex at minimum) will be collected during the program inception stage. 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. In addition focus will also be paid on the connectedness, coherence and coverage 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 MoES and development partners. Monitoring and evaluation will be overseen by the ECW Technical and Steering Committees.

Programme monitoring missions, spot checks by grantee and MoES staff will be deployed on a specific basis to verify or fact-find for particular issues, for example implementation of the programme activities, triangulation in case of doubts on veracity of partner reporting, etc.

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 using Rapid Pro 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.

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.

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 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	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 SC 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)</b>	The programme's governance mechanism, the Program Steering Committee, will hold regular program reviews to assess the performance of the program against planned interventions and	Annually	Any quality concerns or slower than expected progress will be discussed by the Program Steering Committee

Monitoring Activity	Purpose	Frequency	Expected Action
<b>Committee Program Board)</b>	review the Multi-Year Work Plan to ensure realistic budgeting over the life of the programme. In the programme's final year, the Steering Committee will hold an end-of programme review to capture lessons learned and discuss opportunities for scaling up and disseminating programme results and lessons learned among relevant audiences.		and management actions agreed to address the issues identified.

### Evaluation Plan

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

Evaluation Title	Partners	Output	Outcomes	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Mid-term evaluation	Grantee and partners	Mid-term evaluation report	Refined programme design if appropriate	After 18 months of programme implementation	Implementing partners, government and donors	Included in the ECW seed funding budget
Final impact evaluation	Grantee	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



## V. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

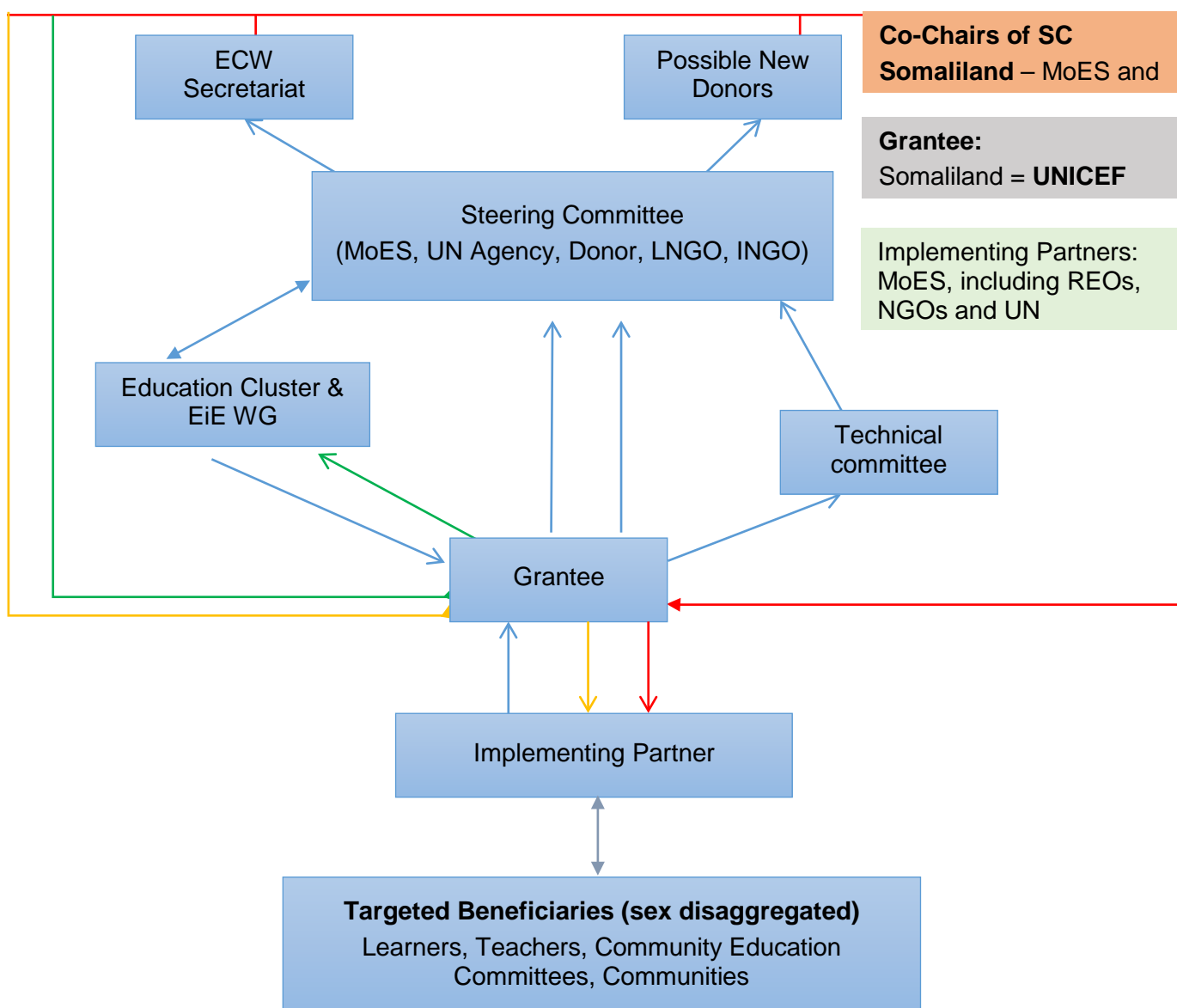
### 5.1 Governance Structure

The following section outlines the proposed structure of governance and management. The below table sets out the roles and responsibilities for each body with respect to governing and managing the programme. Governance and management arrangements are structured in a way to ensure inclusive participation of relevant stakeholders holding decision-making authority within the programme and to ensure information flows.

#### Proposed 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>	<p>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 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 regarding program implementation. ECW will 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 (SC); reviewing high-level reports on progress of the program; and approving utilisation of additional donor funding. Donors will sign a contract with the Grant management Agency allowing them to deposit their financial contributions into the Joint Program Account.</p>
<b>Steering Committee (SC)</b>	<p>The MYRP Steering Committee is an in-country high-level oversight entity at the policy level with co-chairs as the MoE and a donor (and/or RC/HC). The membership is composed of high-level Members of MoE, Donors, RC/HC Office, Education Co-leads, Heads of UN Agency main partners, Heads of Civil Society main partners, representation from CS (INGO &amp; NNGO), including WB. The primary responsibility of the SC is the provision of overall strategic guidance for the program. Based on the recommendations of a Technical Team (see below), the SC will endorse the selection of the Grantee and implementing partners (IPs). The SC will also lead the policy advocacy and resource mobilization efforts for the program in the country.</p> <p>In addition, it will provide a forum for discussion of overall program implementation, challenges and solutions to be shared with ECW secretariat. The SC will report to the ECW Secretariat on a biannual basis to ensure accountability for the program results and money spent. Prior to and during program evaluations, the SC will serve as the Evaluation Management Team to endorse the evaluation design, results and management response as advised by the Technical Team. Participation in the Committee should reflect gender balance. If this is not possible at the beginning, a plan on how this will be addressed in the future years of support needs to be shared with ECW. Education cluster with it roles as the coordination structure of the MYRP and UNICEF as the co-chair of ESC and cluster Lead Agency, will facilitate continuous dialogues and information sharing with the SC, EiE Working Group, donors and Education Sector Committee (ESC). These structures are critical interface for the multi-year framework as they consist of donors, civil society and government. In addition, the comparative advantage of the SC is that its membership are active of the Education Cluster and ESC hence providing an environment of information sharing.</p>
<b>Program Advisory Committee (PAC)</b>	<p>To ensure effective multi-sectoral coordination, the in-country PAC will provide advice to the SC. The PAC will comprise representatives of relevant ministries, including:</p> <ul style="list-style-type: none"> <li>• Ministry of Health</li> <li>• Ministry of Finance</li> <li>• Ministry of Planning</li> <li>• Ministry of Water</li> <li>• Ministry of Livestock</li> <li>• Ministry of Fisheries</li> </ul>

<b>Governance Body</b>	<b>Roles and Responsibilities</b>
	<ul style="list-style-type: none"> <li>Ministry of the Environment</li> </ul> <p>Participation in the Committee should reflect gender balance. If this is not possible at the beginning, a plan on how this will be addressed in the future years of support needs to be shared with ECW.</p>
<b>EiE Working Group Technical Team</b>	<p>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 Somaliland, 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 Grant Management Agency and the Steering Committee for endorsement.</p> <p>During the implementation phase, the WGTT will help to ensure coherence in IP interventions and will liaise directly with the Grant Management Agency. 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 programme-specific M&amp;E plans and reporting mechanisms. Prior to and while programme evaluations the WGTT will serve as the Evaluation Reference Group, advising the SC.</p>
<b>Grant Management Agency</b>	<p>The Grantee 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 external audits. The Grant Management Agency 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 SC. 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. Throughout, the Grant Agent will ensure that essential cross-cutting themes such as gender, inclusion and protection are reflected in all aspects of programming and operations.</p>
<b>Implementing Partners</b>	<p>The selected IPs (INGOs, LNGOs, civil society organizations including entities that focus on gender equality and women empowerment) will assume full programmatic and financial accountability for funds disbursed by the Grantee. They will directly implement the activities in terms of Program Cooperation Agreements (PCAs) signed with the Grantee 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 programme-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 SC. The participation process will ensure</p>

<b>Governance Body</b>	<b>Roles and Responsibilities</b>
	gender balance and that the needs of girls and boys, women and men are equally represented, heard and reflected in decision-making.
<b>Third-party monitoring entity</b>	After consultation between the SC (advised by the WGTT), the SAG+ and the Grantee, a third party will be engaged to monitor the progress and quality of program implementation.

## 5.2 Ensuring Transparent Governance

- This MYRP proposal was developed under auspices of the 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. The MoES is represented in the governance structure through membership of the SC and its advisory structure, the WGTT; full alignment with MoES priorities is thus ensured.
- The WGTT will support the SC 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 SC 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 SC.
- A transparent communication strategy will ensure public availability of key documents, including using web-based materials.

## 5.3 Program Management and Coordination

The program will be directed strategically by the MoES with oversight by a Program Steering Committee (SC) chaired by the MoES and comprising key stakeholders (such as UN agencies, development partners, beneficiary representatives and donors). The SC will meet twice per year and additionally as program circumstances dictate. The Grant Management Agency (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. Additionally, MoES in Somaliland has a gender unit as well as the grantee has a gender specialist who will support the programme in addressing gender elements during implementation.

The Grantee will have advisory role status on the SC.

The role of the SC and its advisory structure, the WGTT, have been outlined in the table above.

More specific roles of the SC include:

- Facilitating competitive selection process for the allocation of grants to implementing partners – in conjunction with the Technical Committee and MYRP 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 MYRP 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 MYRP 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.

#### 5.4 Management of Funds

ECW commits an initial seed funding of US\$2.24 million per annum for three years. In-country partners (MoES, UNICEF, N/INGOs, Private Sector and Donors) will play a critical role in advocating for additional contributions to meet the funding needs of the program. At the global level ECW will advocate for additional funds. All funds, whether from ECW or other sources, will be transparently managed. The MoES will oversee and ensure that existing and planned funds for the education sector, where appropriate, are supportive and aligned with the MYRP. The SC will approve proposals and provide oversight and strategic direction. Additional contributors of funds will agree with the SC and grantee on the funding modality by which to provide additional resources towards the MYRP activities contributing donors will receive reports on the utilization of their funds as per the contracts signed with the Grantee or implementing partner.

UNICEF as the Grantee for the ECW Seed Funding will contract and disburse funds to IPs using its own financial modalities and implementation models. The following modalities are proposed to ensure efficiency, transparency and accountability in the management of program funds.

The Grantee will be responsible for:

- Receiving and/or recording donor contributions;
- Conducting a call for proposals and contracting IPs, subject to approval by the SC;
- Requesting approval by the SC to release funds;
- Disbursing funds to IPs that have been assessed within the HACT framework;
- Ensuring that utilization of grants by IPs is governed by PCAs and complies with: (i) the MYRP document; (ii) the applicable ECW and donor policies and guidelines for the specific grant; and (iii) the IP's own programme and financial management policies and procedures;
- Undertaking fiduciary oversight and independent programmatic oversight and audit processes, responsibilities to be defined in the ECW - Grantee agreement and grantee internal requirements;
- Monitoring the implementation of ECW seed funding at implementing partners and reviewing implementing partners' financial and program reports for adherence to requirements and technical soundness;
- Reviewing and consolidating periodic and final programmatic and financial reports and statements;
- Organising mid-term-evaluation and final programme evaluation; and
- Organizing external audits.

A successful Grantee application must include, at a minimum, deployment of a programme manager, a programme officer, human resources manager, an accountant and sufficient administrative staff. As well, the Grantee must have in place sound internal contracting, procurement and auditing procedures.

#### 5.5 Implementing Partners

Program implementation will be undertaken by implementing partners (IPs), who will implement projects that meet defined criteria and requirements of the MYRP and will obtain

grant funding through UN Partner Portal, a platform designed to facilitate a harmonized, efficient partnership. The presence of the grantee and capacity to scale up response is an added opportunity to ensure maximum result are achieved. In accordance with the New Way of Working, weight will be given to the assessment of proposals of 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 other civil society actors. UNICEF has robust risk management and security management system, a Partnership-Accountability Framework that takes into account the realities on the ground in its selection of implementing partners and getting into agreement. The implementing partner will be required to be HACT approved.

Each implementing partners will implement individual projects according to designs approved by the SC 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 the Grantee through the ECW SAG+ and approved by the SC. Criteria for the selection of IPs are presented below.
- Partners in EOIs will typically need to include or indicate if the organization has specialists in gender and/or disability issues and child/youth protection, key ECW priorities. If the partner has no required capacity in delivering on gender, disability, and protection, this should be identified and measures to address these limitations will be put in place/identified. The emphasis on a partnership approach will maximize efficiency, minimize the risk of duplication and reduce program transaction costs.
- The IP selection processes will be discussed and agreed upon within SAG+ and approved by the SC.
- The Grantee 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 in Somaliland.
- IPs must have proven programme management and financial management experience, demonstrated through the submission of financial and monitoring records.
- Programmatic and operational activities of the IPs must align with the MYRP outcomes.
- IPs must have proven EiE and/or education in development experience in Somaliland or in similar emergency-affected contexts. Experience in implementing programs/projects 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 Somaliland and those who have received any one-year emergency-related funding (such as the ECW First Emergency Response) that needs to be sustained and adapted to the MYRP based upon the RFP issued by the Grantee.
- The IPs in Somaliland must cover geographically and be present at least in one region.
- Lead IPs must will have an agreement with the grantee;
- IPs must be able to report comprehensively against ECW core indicators and MYRP specific results (see Section V above).

- Implementing partners (IP) must demonstrate appropriate and sufficient expertise related to gender and disability inclusion as well as have in place plans to address child safeguarding during implementation of the project proposed.
- IPs must agree to report within the MYRP framework, coordinate and consult with existing government structures as relevant, aligning their projects to Somaliland government education framework.
- Proposals will ensure that projects are not duplicating target beneficiaries or activities in specific locations under other projects or programs.
- 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 or other donors. In such cases the IP must ensure coordination with the Grantee, SC and the WGTT. This will include reporting by IPs in line with the requirements of the MYRP.

Partners must commit to reach the most marginalised and vulnerable girls and boys in Somaliland and make child safeguarding a priority. Ensuring that all girls and boys are protected and that the proposed project does not harm children and the communities within which they live is essential. Consortia lead organizations must all adhere to strict Child Safeguarding policies and procedures 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. The partners will identify the organisation that has the best track record in safeguarding and commit to adopt its policy and systems. The identified implement partners with the support of grantee and MoES will ensure child safeguarding guideline are in use by teachers and to protect children from risks of harm and abuse. In addition, each proposed project/program will have robust accountability mechanisms which will be established and sensitised amongst communities within which the intervention(s) will be implemented, so that all stakeholders are able to record reported complaints and/or concerns about any aspect of MYRP implementation. Such complaints will be formally recorded so that appropriate action taken – a mechanism will be established at the implementation phase. If a safeguarding incident were to occur, the SC will notify the donor in a timely manner, as per safeguarding reporting procedures established at the beginning of program implementation.

Additionally, Education partners within Somaliland are equally committed to ensuring that staff work in a safe and conducive environment free of Sexual Exploitation and Abuse (SEA). Consortia leads must all adhere to strict Grantee 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 maximise 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 Grantee will use its agency-approved template. To emphasise the collaboration and support of Grantee and to adhere to the spirit of a joint-programming approach, common text will be placed into all programme descriptions clearly articulating the nature of the joint ECW MYRP and on the role of the Grantee. This measure is in the spirit of Joint agreements and underpins 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 grantee. This will be the case regardless of whether or not funding is provided to implementing partners by one or more Grantees beyond the ECW seed funding. The grantee directly funding each partner will be responsible for ensuring this joint report is submitted on-time.
- **Progress and Final Reports:** The grantee is responsible for ensuring one consolidated report is submitted to ECW for each reporting period of the seed funding. The initial drafting will be led by the responsible Grantee with further articulation and vetting with support from partners. Report drafts will be reviewed by the SC ahead of submission.
- **Co-branding:** 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. ECW will provide guidance on communications and visibility for the implementation of its seed funding.

### Mitigation of Conflict of Interest

Being that clear MEAL and financing firewalls exist (meaning that Grantee will not approve their own funding, or report on themselves), Grantee will be permitted to act as IP when/where expressly approved by SC and ECW. However, given the demanding responsibilities placed upon Grantee it is recommended that Grantee only be considered as IP where their comparative strengths add clear and definite value towards achieving program outputs, goal and ECW core objectives. Additionally, any conflict of interest that may arise will be mitigated by putting in place a clear control mechanism, to be designed and implemented by the SC, to ensure that activities undertaken by the Grantee are role-appropriate.

## ANNEXES

### Annex 1: Multi-Year Budget and ECW Seed Funding

	DESCRIPTIONS	Unit	Quantity	Frq	Unit Cost \$	Total program need \$	Total Seed funding	ECW Year 1	ECW Year 2	ECW Year 3
<b>PROGRAMME OUTCOMES (70%)</b>										
<b>1</b>	<b>Outcome 1: Increased equitable access to education for crisis-affected boy, girls and youth</b>									
<b>1.1</b>	<b>Output 1.1: Crisis-affected children and youth have access to friendly learning environment</b>									
<b>1.1.1</b>	Provision of safe drinking water & provision of sustainable water storage	Schools	77,683	6	4.17	<b>1,942,075</b>	450,000	150,000	150,000	150,000
<b>1.1.2</b>	Improve hygiene and gender & disability-sensitive WASH facilities	Schools	200	1	4,000.00	<b>800,000</b>	46,667	15,556	15,556	15,555
<b>1.1.3</b>	Provide food for school feeding	Children	77,683	6	10.00	<b>4,660,980</b>	900,000	300,000	300,000	300,000
<b>1.1.4</b>	Provide dry rations for households (girls and boys)	Children	41,000	3	30.00	<b>3,690,000</b>	246,000	82,000	82,000	82,000
<b>1.2</b>	<b>Output 1.2: Safe and protective learning environments are provided for crisis-affected children</b>									
<b>1.2.1</b>	Rehabilitate classrooms with an emphasis on safety and protection and providing gender-sensitive facilities	Classrooms	421	1	4,522.00	<b>1,903,762</b>	261,760	69,376	97,291	95,093
<b>1.2.2</b>	Repair or replace classroom furniture	Classrooms	600	1	1,200.00	<b>720,000</b>	60,000	20,000	20,000	20,000
<b>1.2.3</b>	Provide school uniforms for boys and girls per year	Children	27,561	3	15.00	<b>1,240,245</b>	90,000	30,000	30,000	30,000
<b>1.2.4</b>	Provide recreational materials for both boys and girls	Schools	691	1	500.00	<b>345,500</b>	120,000	40,000	40,000	40,000
<b>1.2.5</b>	Survey for schools aged children with disabilities	Schools	691	1	1,000.00	<b>691,000</b>	37,817	37,817	-	-
<b>1.2.6</b>	Assistive devices for children with disabilities	Children	200	1	1,500.00	<b>300,000</b>	20,000	-	10,000	10,000

	<b>Subtotal Outcome 1</b>					<b>16,293,562</b>	<b>2,232,244</b>	<b>744,749</b>	<b>744,847</b>	<b>742,648</b>
<b>2</b>	<b>Outcome 2 :Improved quality and learning outcome for crisis-affected boys and girls</b>									
<b>2.1</b>	<b>Output 2.1: Children receive timely and quality education service</b>									
<b>2.1.1</b>	Provide teaching learning materials to crisis-affected children	Children	164,000	3	10.09	<b>4,965,320</b>	778,096	256,032	257,432	264,632
<b>2.1.2</b>	Training of teachers on pedagogical and psychosocial skills including orientation of child safeguarding	teachers	1,837	3	400.00	<b>2,204,400</b>	332,660	112,220	110,220	110,220
<b>2.1.3</b>	Provide incentives for teachers	teacher	3,300	36	100.00	<b>11,880,000</b>	463,800	154,600	154,600	154,600
<b>2.1.4</b>	Test learners against improvement targets in numeracy and literacy	Learners	164,000	3	5.04	<b>2,480,490</b>	69,713	20,571	24,571	24,571
<b>2.1.5</b>	Warehouse emergency stock centrally (such as TLM) for direct distribution to schools	warehouse	1	1	273,561.91	<b>273,562</b>	42,520	15,840	15,840	10,840
	<b>Subtotal Outcome 2</b>					<b>21,803,772</b>	<b>1,658,693</b>	<b>553,231</b>	<b>555,231</b>	<b>550,231</b>
<b>3</b>	<b>Outcome 3:Gender equality in access, retention and learning for crisis-affected girls and boys increased</b>									
<b>3.1</b>	<b>Output 3.1: Out-of-school children including girls are reached through Alternative Basic Education</b>									
<b>3.1.1</b>	Girls and boys enrolled in targeted Alternative Basic Education (ABE)	Children	15,000	1	50.00	750,000	93,648	31,216	31,216	31,216
<b>3.2</b>	<b>Output 3.2: Capacities of MoES staff for gender mainstreaming in EiE are increased</b>									
<b>3.2.1</b>	Training on gender mainstreaming for Ministry of Education and partners	Training	1	1	5,000.00	<b>5,000</b>	5,000	5,000	-	-
<b>3.3</b>	<b>Output 3.3: Gender specific barriers to access and retention of girls in school are lifted.</b>									
	Girls empowerment activities in schools	Schools	69	1	290	<b>20,000</b>	15,000	5,000	5,000	5,000
<b>3.1.3</b>	Sanitary kits for girls	Learners	6,000	3	8.00	<b>144,000</b>	19,200	6,400	6,400	6,400
<b>3.1.4</b>	Solar lamps for girls	Learners	3,000	1	10.00	<b>30,000</b>	6,000	2,000	2,000	2,000

	Subtotal Outcome 3					949,000	138,848	49,616	44,616	44,616
4	Outcome 4: Systems for delivery of education are improved									
4.1	Output 4.1 :Enhanced stakeholder capacity in EiE management and governance									
4.1.1	MoEHS and partners personnel trained on management of Education in Emergencies	Personnel	60	1	400.00	24,000	5,000		5,000	
4.1.2	Head teachers (sex disaggregated) and CEC members trained on governance, school development plans, psychosocial, resource managements	Schools	691	1	200.00	138,200	23,730	7,910	7,910	7,910
4.1.3	Technical support to the MoES for program implementation and incorporation of EiE into EMIS system	Personnel	3	36	4,000.00	432,000	39,600	13,200	13,200	13,200
4.1.4	Provide incentives for MoES EiE focal points at district level	EiE of points	6	36	400.00	86,400	8,640	2,880	2,880	2,880
	Subtotal Outcome 4					680,600	76,970	23,990	28,990	23,990
5	Outcome 5 : Enhanced protection for crisis-affected children and youth									
5.1	Output 5.1: Enhanced access to protective learning environment									
5.1.1	Harmonising psychosocial resources for teachers training	Manual	1	1	4,000.00	4,000	4,000	4,000	-	-
5.1.2	Provide psychosocial support and child safeguarding awareness to the children with support of child protection unit	School	691	2	200.00	276,400	45,460	15,153	15,153	15,154
5.2	Output 5.2: Enhance protection of children in and out of learning facilities									
5.2.1	Child clubs support (equipping children with necessary life skills such as hygiene promotion	Schools	100	5	400.00	200,000	28,405	9,468	9,468	9,469
5.2.2	Child safeguarding guidelines for schools developed	Manual	1	1	2,000.00	2,000	4,000	4,000	-	-

5.2.3	Safe school frameworks developed	Manual	1	1	10,000.00	10,000	4,000	-	4,000	-
<b>Subtotal Outcome 5</b>						<b>492,400</b>	<b>85,865</b>	<b>32,621</b>	<b>28,621</b>	<b>24,623</b>
<b>Support cost (30%)</b>										
	<b>Human Resource</b>									
	Program staff (Including technical experts)	persons	1	1	6,728,855.00	<b>6,728,855</b>	1,194,504	398,168	398,168	398,168
	Ministry of Education Staff (supporting MYRP programme)	persons	1	1	3,240,821.00	<b>3,240,821</b>	83,400	27,800	27,800	27,800
	Travels (Per-diem and flights cost) local and international (including MoES)		1	1	2,500,000.00	<b>2,500,000</b>	60,000	20,000	20,000	20,000
	Equipment and supplies		1	1	1,500,000.00	<b>1,500,000</b>	45,000	15,000	15,000	15,000
	Local office (supplies and consumables, rent, security)		1	1	998,000.00	<b>998,000</b>	100,000	34,000	33,000	33,000
<b>Other costs</b>										
	Expenditure verification/Audit		1	1	800,000.00	<b>800,000</b>	63,000	21,000	21,000	21,000
	Evaluation (Mid-term & Final)		1	1	100,000.00	<b>100,000</b>	30,000	10,000	10,000	10,000
	Visibility		1	1	100,000.00	<b>100,000</b>	15,000	5,000	5,000	5,000
	Bank charges		1	1	60,000.00	<b>60,000</b>	4,500	1,500	1,500	1,500
<b>Subtotal - Support cost (30%)</b>						<b>16,027,676</b>	<b>1,623,500</b>	<b>538,500</b>	<b>542,500</b>	<b>542,500</b>
<b>Grand subtotal:</b>						<b>56,247,010</b>	<b>5,816,120</b>	<b>1,942,707</b>	<b>1,944,805</b>	<b>1,928,608</b>
<b>6</b>	<b>Monitoring and Coordination</b>									
6.1	Project monitoring (quarterly monitoring)	visits	1	1	300,000.00	<b>300,000</b>	90,000	30,000	30,000	30,000
6.2	Launching, coordination and review meeting	meetings	15	12	800.00	<b>144,000</b>	18,600	8,600	5,000	5,000
6.3	Operations and other direct costs		1	1	3,614,034.00	<b>3,614,034</b>	390,000	130,000	130,000	130,000

6.4	Recovery Cost (7%)		1	1	3,937,290.71	3,937,291	405,280	135,093	135,093	135,094
	<b>Subtotal Monitoring and Coordination-</b>					<b>7,995,325</b>	<b>903,880</b>	<b>303,693</b>	<b>300,093</b>	<b>300,094</b>
	<b>TOTAL SEED FUND BUDGET Y1, Y2, Y3</b>					<b>64,242,335</b>	<b>6,720,000</b>	<b>2,246,400</b>	<b>2,241,298</b>	<b>2,232,302</b>

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## **ANNEX 2: Legal Context and Risk Management**

### **Legal Context Standard Clauses**

Recognizing the complex multi-risk programming environment, the ECW Programme in Somalia will be combining sustainable development programming with risk-informed planning, emergency preparedness and humanitarian response, including contingency planning. Security, access and clan dynamics are the main risks to programme implementation. Security risk management has been integrated into planning, implementation and monitoring for partners to better understand and reduce security risks. Security analysis in programme development builds on best practices from other implemented programmes in Somalia/Somaliland. Localized community acceptance strategies, including working with mostly local partners, also enable coverage and reach in hard-to-reach areas. In addition, community engagement through local influencers, elders, local District Commissioners and other community structures – for example Community Education Committees or CECs – improves access to basic services, with CECs playing a key role in linking communities and schools and ensure community awareness for education especially for girls.

To mitigate risks related to cash transfers and in line with overall UN efforts to simplify and harmonised rules and procedures among agencies, the Harmonised Approach to Cash Transfers (HACT), the common operational framework for transferring cash to government and civil society implementing partners, is a requirement set by the ECW Secretariat for the Implementation of this Programme. Cash transfer modalities, the size and frequency of disbursements, and the scope and frequency of assurance activities will be adapted during programme implementation based on the findings of programme and expenditure monitoring and reporting, and audits. The programme in Somalia will also benefit from a solid in-built HACT monitoring and analysis capacity and due diligence performed by HACT specialist/officers, trained staff and the regular programmatic and financial assurance activities carried out under the auspices of HACT policies.

UNICEF Somalia has undertaken harmonised partner capacity and risk assessments on several implementing agencies and has capacity to immediately scale up existing response via local partners on the ground to diversify support and build local capacity and ownership over the emergency response. This due diligence checks have ensured increased quality and risk management. This has been to build the national capacity and recognise the important role played by national NGOs in the delivery of emergencies response. UNICEF as the lead agency for EiE response inside Somalia has a very strong institutional positioning and capacity to support a large proportion of the country.

### **Risk Management Standard Clauses**

UNICEF has robust fiduciary and administrative procedures under the “Harmonised Approach to Cash Transfer” (HACT), an operational framework for transferring cash to government and non-governmental implementing partners. In addition to effectively discharging fiduciary and administrative responsibilities, UNICEF’s HACT system contributes to strengthening the financial management systems and capacities of government and other partners while mitigating risks associated with managing ECW funds.

In general, UNICEF financial risk management has due diligence procedures including Quality Assurance (Micro-assessment of risk rating, programmatic visit, spot check, auditing and special audit) internal risk working committee, office of internal and investigating unit, UN risking working group in which UNICEF is member and Enterprise Risk Management.



ECW funds will be managed on HACT procedures implemented from UNICEF offices. HACT will ensure appropriate and effective use of the ECW grant and help the implementing partners (IPs) adhere to accounting requirements put forth by ECW. IPs staff are trained on the financial management HACT tools. This procedure enables funds to be utilized as planned. There would be less transition for key IPs who are responsible for the financial implementation of ECW funds will be well-versed in HACT compliance.

## Annex 3: Risk Analysis

### Risk management tool guidelines

Within the humanitarian context in Somaliland, successful implementation of the MYRP contains palpable risk, both at contextual and operational levels. These risks have been clearly identified and analysed and where possible mitigating actions and/or alternative arrangements have been planned. One of the greatest risks to the programme, is an escalation of political tensions and natural disasters which may interfere in the implementation of activities. To be able to plan and respond to escalation in severity of risks all partners will, in coordination with wider education partners and relevant stakeholders, monitor closely the situation in which they operate and conduct regular security assessments. In cases where the operational situation deteriorates, the following procedure will be followed: a) Immediately inform the Consortia lead b) Consortia lead informs Grantee and MoES; d) coordinate with partners and suspend operations if necessary; c) Examine the possibilities of adopting different modalities to implement the programme. In any cases of severe escalation in security, activities will be halted until the situation improves to a level that guarantees the safety of all programme stakeholders. To ensure that the programme can remain flexible, the Grantee will communicate any security threats to the ECW and supporting donors, so that they can support flexibility in programme modalities and activities.

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.

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.

## **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.

### **1. Mitigation measures**

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

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
<b>Context</b>						
Political instability in the form of tensions between Somaliland and Puntland			<p>Closely monitor the security situation in coordination with partners and relevant stakeholders and conduct security assessments. Ensure that staff members and teachers/ education personnel are trained in safety and security best practices, including risk education. Communicate with donors to accept flexibility and support relocation of activities to safer spaces whenever needed.</p> <p>The security situation and impact on education will be closely monitored in coordination with partners. Regular reflective sessions will be conducted as part of the agenda of sector and partner meetings. UNCEF undertakes conflict analysis which informed programme planning and design.</p>			Grantees
Clan conflict			In order to ensure that clan conflict does not get involved in programming, education partners will engage with relevant stakeholders and make sure that the local authorities/communities are aware of and value the programme thus providing adequate access and space for the programme activities.			Grantee, Ministry of Education & IPs
Drought or flood directly or indirectly affecting the programme and communities			Technical capacity in place in respond to natural hazards upon availability of funds. Contingency plans in place by MoES, Grantee and implementing agencies to support preparedness for humanitarian response			
<b>Delivery</b>						

GROSS RISK				RESIDUAL RISK		
Many targeted communities are in hard-to-reach areas and will not benefit from program interventions			UNICEF has vast experience in providing support for the hard-to-reach children through formal and alternative basic education (ABE) programmes. In order to reach marginalized children, UNICEF will work with local implementing partners to replicate models which have proven successful. Children in marginalised and hard-to-reach communities access equitable quality formal/non-formal education, through school construction and rehabilitation; provision of education materials; capacity development of teachers, key school management bodies (CECS) and regional education authorities; and advocacy and social mobilisation.			Grantee, Education cluster, Ministry of Education & IPs
Risk of children dropping out of schools/learning centres			During the inception of programme. Mobilization and community dialogues to be undertaken to ensure the families and community are aware of importance of education. Monitoring of the interventions progress on the enrolment will be undertaken to help put in place diagnostic measures address access.			Grantee Ministry of Education IPs
<b>Safeguarding</b>						
Child safeguarding incidents involving UNICEF staff or partners			The programme will undertake mandatory recruitment compliance vetting processes. The program will also ensure that all staff and partners to the program carries awareness and dissemination of the Child safeguarding policy, code of conduct and reporting procedures to all staff and partners. Partners will be required to ensure mitigation steps are taken where risks to children are identified as part of projects. They will ensure code of conduct is included in the contracts when hiring project staff to ensure child safe guarding.			Grantee, Ministry of Education IPs

GROSS RISK				RESIDUAL RISK		
			The implementing partners will ensure complaints mechanisms are designed and developed at all levels of the project cycle to enhance children safety			
Lack of awareness of child protection by the community and parents and reporting mechanisms		This should be red	<p>Implementing partners will be required it establish reporting mechanisms.</p> <p>Teachers, communities through CECs and children will be made aware and access of programme reporting mechanism.</p>			Grantee Ministry of Education IP
Protection risks for children posed by conflict, natural disasters gender based violence			<p>Centrality of protection is key area this programme focuses on to ensure children have access to inclusive Learning opportunities in a safe and protective environment. The activities are designed in such a way to address protection risks related to conflict and natural disasters and strengthen safety of learners, teachers; the programme will also focus on provision psychosocial support and referral pathways for children in need in need of these services.</p> <p>Establish Temporary learning spaces within the most vulnerable, hard to reach areas whereby children will be dropped to the centre by their parents.</p> <p>Security/safety training and awareness sessions for organization, learners and school staff to be organized</p>			Grantee Ministry of Education IP
Girls do not access education due to socio-cultural barriers			Awareness raising will be conducted within the targeted communities. Solutions to removing socio-cultural barriers will be sought in collaboration with the communities, ministry of education and partners. In collaboration with child protection sector safe conditions for learning centres will be ensured with particular attention to the needs of female learners			Grantee Ministry of Education IPs

GROSS RISK				RESIDUAL RISK		
Risk of contentious content being used in learning and teaching materials			Materials such as textbooks that are used in Somaliland have been approved by Ministry of Education and other key stakeholders such as EU, UNICEF, ESC committee			Grantee Ministry of Education IPs
<b>Operational</b>						
The shortfall in funding for EiE is not fully covered by donors other than ECW			<p>Resources mobilization efforts will be undertaken by the Somaliland MoES, UNICEF and other UN Agencies, NGOs and ECW to sustain funding levels for the response.</p> <p>In addition, Somaliland government has shown commitment to supporting education and including emergency response financing has drastically increased education allocation from its budget to 8 per cent from 4 per cent in less than a decade ago with a projection raising the allocation to 13 per cent by 2021. Based on past trends and potential future investment of key partners for Somaliland, on-budget (domestic revenue) will be 69 per cent and the rest financed by off-budget (Donor and partner) by 2021</p>			Grantee Ministry of Education ECW UN Agencies and partners
Inadequate monitoring of effective/efficient programmes			<p>Third party monitoring mechanisms are in place Particularly in inaccessible locations. Regular visit to programme sites and meetings partners.</p> <p>Reports from partners providing evidence of activities in action; finished products shared by the partners</p>			
<b>Fiduciary</b>						
Funds are diverted to unintended and/or illegitimate uses			A key criterion in the selection of the implementing partners will be subjected to partnership-accountability framework including financial controls by the grantee. This is in line with the strict risk management and			Grantee

GROSS RISK				RESIDUAL RISK		
			monitoring mechanism put in place. Monitoring of implementation and regular budget review will also serve as a mitigating measure			
Weak partner financial systems			UNICEF/ HACT procedures in place. Spot checks, programmatic visits are conducted by programme staff/MoES. Where accessibility is a challenge third party monitoring mechanism is well established and in place.			Grantee MoES

### 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
Teaching and other staff have contact with children in the schools/learning facilities, possibly with limited supervision.	Teachers could act inappropriately towards children (verbally, physically, emotionally, neglect) and abuse their position of trust. Teachers may not always give appropriate oversight/supervision based on trust	Likelihood– Possible  <u>Level – Medium</u>	<ul style="list-style-type: none"> <li>It will be a requirement for all implementing agencies to provide teaching, and any other staff having direct contact with children with child safe guarding training (part of inductions and ongoing training).</li> <li>All teachers to be provided with code of conduct to safeguard children from risk</li> </ul>	Ministry of Education and implementing partner  This should be done at the beginning of the project and frequently monitored
Implementing partner staff have contact with children	Partners will be required to implement specific projects and to ensure children are	Likelihood – Likely  <u>Level – Medium</u>	<ul style="list-style-type: none"> <li>Partners will be assessed for their own child protection policies</li> <li>Programme requirements will include staff being vetted appropriately, and responsible for child safe</li> </ul>	Senior Management of the implementing partners.



	safe, and their child safeguarding systems and practices may not be sufficiently rigorous.		<p>guarding reporting. This will include them being recruited using Child Safe organization guidelines and steps</p> <ul style="list-style-type: none"> <li>• Code of conduct is included in the contracts when hiring project staff to ensure child are safeguarded from any risk</li> <li>• Ensure all project staff sign up to the code of conduct to ensure child safe guarding</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 breaches will be effectively responded to as per child safeguarding policy.</li> <li>• Ensure complaints mechanisms are designed and developed at all levels of the project cycle to enhance children safety.</li> </ul>	This should be at the beginning of the project.
Children targeted in projects will often be hard to reach locations where local child protection mechanisms and systems may be weak 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.	Likelihood – Likely  <u>Level – Medium</u>	<ul style="list-style-type: none"> <li>• Implementing partners will be required it establish reporting mechanisms.</li> <li>• Teachers, communities through CECs and children will be made aware and access of programme reporting mechanism</li> <li>• Established 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> <li>• Children will be made aware that they can raise concerns about their safety</li> <li>• Referral pathways put in place for children in need to psychosocial support</li> </ul>	Project Staff, Ministry of Education and grantee This will be done on a regular basis

Protection risks for children posed by violence, disasters and epidemics.	Children attending schools/learning centres or taking part in other program activities will be at risk from violence, disasters and epidemics	Likelihood– Possible  Level – Medium	<ul style="list-style-type: none"> <li>• Safe and protective learning environments for emergency-affected girls and boys, especially the most marginalized are established</li> <li>• Implementation by the partners will ensure the project is designed to address protection risks related to violence, strengthen safety and resilience of learners, teachers, communities and education facilities</li> <li>• Provide referral support for children in need of psychosocial support</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing partners</li> <li>• This will be monitored frequently</li> </ul>
Gender responsive facilities in schools/centres	Children particularly girls in school will not feel secure to be in school  Children particularly girls will not feel secure and will not use the same toilet facilities	Likelihood – Likely  Level – High	<ul style="list-style-type: none"> <li>• All the learning centres will have gender responsive toilet constructed to ensure boys and girls safety and protection is enhanced</li> <li>• Awareness creation among the learners on sanitation facilities and promotion of hygiene practices</li> </ul>	Project staff,  School administrators and teachers, MoE and grantee
Social cultural barrier hinders access to education particularly girls	Children particularly girls are denied access to education due socio-cultural practices	Likelihood – Likely  Level – High	<ul style="list-style-type: none"> <li>• Awareness raising will be conducted within the targeted communities on importance of education</li> <li>• Solutions to removing socio-cultural barriers will be sought in collaboration with the communities, ministry of education, partners and child protection specialists</li> </ul>	Project staff,  School administrators and teachers, MoE and grantee

## SAFEGUARDING POLICY



UNICEF Child  
Safeguarding Policy

## 4 W Matrix Template

Organisation (Select the name of your organisation in the dropdown list)	Acronym (automatically appears - do not fill this column)	Type (automatically appears - do not fill this column)	Implementing Partner	Donor/Financing Partner	Region (Select the appropriate Region I in the dropdown list)	District (Select the appropriate District in the dropdown list)	Village (Select the appropriate Village in the dropdown list)	OCHA PCODES	Latitude	Longitude	Name of school / Learning Center	Type of School (Select the appropriate school type in the dropdown list)	Type of Education (Select the appropriate education type in the dropdown list)	Activities (Select the appropriate status in the dropdown list)	Other - please specify	Unit of measurement for quantity of materials provided	Quantity of materials provided (your estimation, in total)	Status (Select the appropriate status in the dropdown list)	Project start date (Reporting Time) (DD-MM-YY)	Project completion date (Reporting Time) (DD-MM-YY)	Total Beneficiaries Targeted per Activity	Male Learners - Reached	Female Learners - Reached	Male Teachers Reached	Female Teachers Reached	Male CECs Reached	Female CECs Reached
Aid Vision	Aid Vision	National NSO			Baradri	Mogadishu/Deyrile	Fanjanro DP	NA-3807-NOT-102	2.03363	45.2848	DP School	Primary Education	Teaching and Learning Materials			XXXXXXXXXX		Ongoing									
																#NA		Completed									
																#NA		Planned									
																#NA		Suspended									
																#NA											
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Ministry of Education and Science

Education Cannot Wait: Multi-Year Resilience Programme, Grant Agent

12<sup>th</sup> December 2019

Participants:

1. Osman Jama Adam – MoE Minister  
2. Ahmed Abokor Mohamed – MoE DG 
3. Hussein Abdi Ali – EIF coordinator 
4. Mengistu Koricha – SCI representative 
5. Paul Abok – SCI 
6. Abdillahi Mohamoud Hassan – HAVOYOCO 







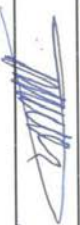


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6. Abdillahi Mohamoud Hassan – HAVOYOCO 

1. LIST OF STEERING COMMITTEE MEMBERS, SIGNED ATTENDANCE LIST FOR GRANTEE SELECTION MEETINGS

## 2. EOI



# Director General

Tell: Land 528140, Mobile: +252634243149 Email: [dg.moe@hotmail.com](mailto:dg.moe@hotmail.com)

Date: 27/01/2019

### **CALL FOR EXPRESSIONS OF INTEREST (EOI)** **FOR SELECTION OF ECW GRANT AGENT IN SOMALILAND**

Date of Issue the Expressions of Interest: 27<sup>th</sup> January 2019

Deadline for the submission of the Eoi: 4<sup>th</sup> February 2019

#### **Introduction**

Somaliland Ministry of Education is responsible for provision and delivery of education rights to the children, youth and adults in Somaliland help them to meet their education needs and expand their opportunities to reach their full potential. Somaliland envisions education as means to prepare all learners to become life-long learners equipped with the skills, knowledge and attitudes to be successfully productive citizens.

Somaliland Ministry of Education with the support of the education partners submitted a proposal for multi-year resilience program (MYRP) which is responding to the underfunding of education in emergencies in Somaliland and bridging current humanitarian responses and development activities (aligned with the Somaliland ESSP 2017-2021).

The MYRP is **to improve the educational attainment, safety for Somali girls and boys affected by crisis, contributing to resilience building within an increasingly peaceful, secure and democratic environment** focusing on a given outcomes from ECW's Strategic Results Framework:

- Increased access to 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.
- Increased continuity and sustainability of education for crisis affected girls and boys
- Education management systems are strengthened
- Gender equity and equality are increased

Somaliland ministry of education and Science established ECW task force those contributed the development process and aligned the program response to the priorities of the education sector strategic plan (ESSP 2017-2021). The education cluster and an independent consultancy firm in conjunction with Strategic Advisory Group (SAG+) and its partner members technically assisted the proposal development. ECW was endorsed by the education sector member and submitted to the secretariat for review and final approval of the proposal.

ECW allocated **\$2,209,733** to Somaliland for the first year, which is intended to improve access to and quality of education outcomes in safe environments for all crisis-affected children and youth are improved through strengthened system capacity to respond to emergencies

The ministry of education and Science is launching a Call for Expression of Interest for Grant Agent of the ECW Multi-Year resilience program. The purpose of the Call for Expression of Interest is to identify eligible Grant Agent for a prospective partnership with Ministry of Education and Science. Eligible applicants will be invited to submit their expression interest to the Ministry of Education and Science.

## **SECTION I: APPLICATION REQUIREMENTS AND TIMELINES**

The Expression of Interest shall include the following documentation:

1. Copy of registration certificate from Somaliland Ministry of National Planning and Development.
2. Information that the organization fulfils the criteria mentioned in Section III

### **Indicative timelines for ECW grant agency selection process**

The key steps and timelines for selecting Grant Agent are as follows: # Key steps with Date (s)

<b>S/N</b>	<b>Key steps</b>	<b>Date (s)</b>
1	Expression of Interest issue date	27th January 2019
2	Expression of Interest Submission date	4 <sup>th</sup> of February 2019
3	Candidate's presentation of their individual expression of interest.	9 <sup>th</sup> of February 2019
4	The Ministry of Education with the steering committee review documentations submitted by the applicants	11 <sup>th</sup> February 2019
5	Selection of the Grant Agency by the steering committee	19 <sup>th</sup> of February 2019
6	Official notification and submission of the successful candidate to the ECW by the Ministry of Education	20 <sup>th</sup> of February 2019

## **SECTION II: CONDITION**

Only applicant's submissions, which comply with the requirements of the eligibility criteria I, will be permissible for evaluation. Results from the review will be used for purposes of mapping and selection of Grant Agent for further proposal development in relation to the next ECW Multi-Year resilience grant. The ministry of education and Science reserves the right to invite the selected candidate with Steering committee established to review the proposal in line with the next ECW grant guideline.

## **SECTION III: ELIGIBILITY AND SELECTION CRITERIA**

The applicant must fulfil the following criteria:

1. Should have a valid registration from Somaliland Ministry of National Planning and Development.
2. Proven experience of partnership with the partners of the Education Sector Committee to manage the program.
3. Should be active in Somaliland EiE working group and has proven experience of education both humanitarian and development programs.
4. The ability to discharge fiduciary and administrative responsibilities in relation to the ECW funds.
5. The partner has capacity to leverage internal resources and matching funds.
6. The partner is deemed to have the necessary capacity to manage funds and implement humanitarian/resilience education programmes.
7. The partner's due diligence status in the Grant Management System is approved by SHF.
8. The partner has no outstanding oversight and compliance issues
9. The submitting organisation must an active ESC/cluster partner at national and/or sub-national education coordination mechanisms
10. The submitting partner must have consistently shared report with ESC/Cluster/MOES
11. The partner have a very strong institutional positioning, capacity to support a large proportion of the country and vast experience in education in emergencies programming on the ground
12. Availability of sectoral knowledge and experienced personnel.
13. Previous experience in collaborative work with the Ministry of Education and Science.
14. Ability to handle results-based financing/willingness to only manage fixed part of the grant.
15. Use of Somaliland government financial management systems to implement the grant.
16. Be a multilateral agency partner, ECW donor country partner, INGO or a LNGO. Note that L/I NGO will have to be screened by the ECW Secretariat on their fiduciary capacity.

## **HOW TO APPLY**

Candidates that wish to participate in this Call for Expressions of Interest are requested to send or deliver their submission electronically with the subject line "**Call for Expressions of Interest for Grant Agent in Somaliland**" at the following address [dg.moe@hotmail.com](mailto:dg.moe@hotmail.com)



### 3. COMPILED REVIEW/SCORING SHEET

Education Cannot Wait: Multi-Year Resilience Programme, Grant Agent													
No	Organisation	Qualifying criteria		Weighted criteria							Total score	Recommendation	Comments
		The submitting organisation must be an active ESC/cluster partner at national and/or sub-national education coordination mechanism	The partner(s) has/have passed through existing risk management processes such as SHF/UNICEF among others	The partner(s) has/have a very strong institutional positioning, capacity to support a large proportion of the country and vast experience in education in emergencies programming on the ground	The partner(s) has/have capacity to leverage internal resources and matching funds	The submitting partner(s) must have the necessary capacity to manage funds and report with ESC/Cluster/MoE	The partner(s) is/are deemed to have the necessary capacity to manage funds and implement humanitarian/resilience education programmes	The partner's due diligence status in the Grant Management System is approved such as SHF/UNICEF among others	How your organization implement program through partnership. Give example	Did your organization offer technical and resource support to the ministry of education? Provide example			
		10 points	10 points	15 points	15 points	10 points	10 points	10 points	10 points	10 points			
1	ADRA	7.5	8.75	8.75	8	6.75	7.25	8.75	6	4.25	66		
2	CARE	7.5	9	8.75	8.25	6.5	7.25	9.5	6.25	4.5	67.5		
3	NRC	8.25	8.75	9	8.25	6.75	7.75	8.75	6.5	3.5	67.5		
4	UNICEF	9.75	9.5	12.5	12.5	8.25	8.5	9.25	8.5	6.5	85.25	YES	
5	World Vision	4.25	8.5	5.5	5	3.5	5	7.25	3.75	3	45.75		

#### 4. SELECTED GRANTEE AND LIST OF ALL GRANTEE PROPOSALS SUBMITTED

JAMHUURIYADDA SOMALILAND  
WASAARADDA WAXBARASHADA  
& SAYNISKA



REPUBLIC OF SOMALILAND  
MINISTRY OF EDUCATION  
& SCIENCE

### OFFICE OF THE MINISTER

Tell: Land 528141, 304064, Mobile: 0634855880 Email: osmanaadam@yahoo.com

Reference: \_\_\_\_\_

Date: 13/02/2019

To: Education Cannot Wait Secretariat

Subject: Nomination for the ECW-Somaliland Grant Agent

This letter is to bring your attention as the official announcement of ECW Grant Agent. As part of the ECW selection process, five partners namely ADRA, NRC, CARE, UNICEF and WVI submitted an expression of interest to the Ministry of Education and Science.

The ECW steering committee members including the Minister, Director General, EIE Coordinator and representatives from Save the Children and HAVAYOCO assessed the expression of interest from the partners. On 9<sup>th</sup> February 2019, the steering committee gave the applicants an opportunity to present their EOI and respond questions from the panel and provide more clarifications.

After a critical review of the applications and considering their experience, technical and operational capacity related to the education in emergencies (EIE) and resilience programing and successful fulfilment of the criteria of selection, UNICEF became the most eligible partner. NRC and CARE International as runner up of the second position followed by ADRA and WVI as the third and fourth positions respectively.

In regard to this, Ministry of Education is officially appointing UNICEF as the ECW MYRP Grant Agent for Somaliland. We also highly appreciate the other candidates who participated the process for their valuable contribution to the education sector.

We are looking forward your continued support and collaborations.

  
Osman Jama Adam



Minister of Education and Science

Cc: Education Cluster, SAG+ members  
Cc: All ESC members.  
Cc: Director General of MOE&S  
Cc: Vice Minister of MOE&S