Go-2-School Initiative 2013-2016

Educating for Resilience

Somalia Federal Republic

Ministry of Human Development and Public Services

Supporting:

Education Sectors in the North West, North East and Central Southern Zones of Somalia

With support from UNICEF

Joint Strategy Document

GO-2-SCHOOL INITIATIVE (2013-2016)

Educating for Resilience

SUMMARY

Somalia has one of the world's lowest enrolment rates for primary school-aged children – 42 per cent of children are in school. Of those, only 36 per cent are girls. The number of out-of-school and at risk children and youth aged 6-18 years has been estimated at 4.4 million, out of a total population of 9.2 million.

The *G2S Initiative: Educating for Resilience (2013-2016)* for Somalia emanated out of direct request by the Minister of Human Development and Public Service, Somalia Federal Republic (SFR) to UNICEF in response to the urgent need for a massive expansion of education services to be achieved in part by engaging Somali youth as a resource group. The target beneficiaries are 1 million children and youth who are currently out-of-school in Somalia. The initial challenge is 1 million in one year. Multi-year funding will be utilised to implement the programme.

UNICEF's strong comparative advantage within the Somali Education Sector means that it is well-placed to support the development of the G2S Initiative Document as well as a resource mobilisation plan. However, achieving this ambitious goal will require strong coordination and harmonisation among the donors currently engaged in supporting the provision of equitable, quality basic education in Somalia. Key donors like the EU, USAID, DFID, and the Government of the Netherlands, who have remained fully engaged in the Somali education sector, are well positioned to provide the creative synergies and programme dovetailing needed to ensure that the target is met. In addition, there are new donors who are eager to promote complementary programming that is aligned with the Education Sector Strategic Plans. The Global Partnership for Education (GPE) funding, which has come on-stream early in 2013, will fill some of the Ministries' funding gaps, particularly around strengthening teacher management systems, which will result in improved absorption of new learners and all the important learning outcomes in schools across Somalia. UNICEF's role will continue to be one of coordination, advocacy and partnership strengthening. Other UN agencies such as UNESCO and WFP will support lower secondary education and School Feeding programmes respectively.

There has never been a more opportune time during the last two decades than now to act on behalf of Somali children and youth. Improvement in access to people in need, especially in the SFR regions, has opened up a rare window of opportunity. Within this operating space there is a chance to focus on resilience programming. Building resilience through education is critical. While initial costs may be higher than traditional life-sustaining emergency education programmes, educating for resilience is the most effective way to assist Somalis in the move from crisis to sustainable development.

Significant donor support and government commitment is now urgently needed to enable at least I million children and youth – a quarter of the total estimated number of out-of-school children and youth – to be given the opportunity to realise their right to a quality basic education that is appropriate for their age and lifestyle. The

G2S Initiative calls for all education stakeholders to *unite for children and youth in Somalia and to strengthen their resilience through education.*

ACRONYMS

ABE	Alternative Basic Education
AET	African Educational Trust
CBO	Community Based Organisation
CEC	Community Education Committees
CfBT	Centre for British Teachers
CSZ	Central and Southern Zone
EFA	Education for All
EMIS	Education Information Management System
ESC	Education Sector Committee
ESDP	Education Sector Development Programme
ESSP	Education Sector Strategic Plan
EU	European Union
DFID	Department for International Development
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
GPI	Gender Parity Index
G2S	Go-To-School
ICDSEA	Integrated Capacity Development for Somali Education Administrations
IDPs	Internally Displaced People
IAI	Interactive Audio Instruction
INEE	Inter-Agency Network for Emergency Education
INGO	International Non-Governmental Organisation
IQS	Integrated Quranic Schools
LNGO	Local Non-Governmental Organisation
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEHE	Ministry of Education and Higher Education
MoHDPS	Ministry of Human Development and Public Services
NDP	National Development Plan
NER	Net Enrolment Rate
NEZ	North East Zone
NWZ	North West Zone
PTR	Pupil Teacher Ratio
REO	Regional Education Officer
SC	Save the Children
SFR	Somalia Federal Republic
SWAp	Sector Wide Approach
UNESCO	United Nations Education Science Culture Organization
UNDAS	United Nations Development Assistance Strategy
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USAID	United States Aid Agency
WASH	Water, Sanitation and Hygiene

WFP World Food Programme

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1 INTRODUCTION

Somalia is in a state of political and social transition. For the first time in 21 years, a central federal government exists. The advent of the Somalia Federal Republic in August 2012 has been met with optimism by both the Somali people and the international development community. While security remains a priority for the new government, the restoration of public services is high on the agenda. Rebuilding of an education system that has been decimated by two decades of conflict and displacement is a key priority. The two northern zones of Somaliland (NWZ) and Puntland (NEZ) may be starting from a higher base, but all-three education sectors face common challenges.

Somalia has one of the world's lowest enrolment rates for primary school-aged children – only 42 per cent of children - are in school. Of those only 36 per cent are girls.[1]. The number of out-of-school and at-risk children and youth aged 6-18 years has been estimated as being 4.4 million, out of a total population of 9.2 million. Combined with concerns about the effects of eroded resilience and increasing vulnerability, due to the series of shocks endured by the Somali population, this situation calls for nothing less than a paradigm shift in the way in which the three education administrations prioritise and frame education challenges and the manner in which the international community responds.

This will not be an easy task by any measure. It requires systematic and innovative approaches which balance short-term urgent needs with a long term vision for a robust sustainable education system. It will also require national leadership, commitment and a significant injection of resources, both human and financial. This investment will be different from previous ones and so will the returns. It will focus on strengthening systems that deliver while building the resilience of children and their families through the uptake of quality education services.

In a well-poised response to these urgent needs, the Minister of Human Development and Public Services (SFR) requested UNICEF,[2] to provide assistance in developing and supporting a comprehensive strategy for enabling 1 million additional children and youth to claim their right to education in 2013. Out of this request, the concept of the Go-2-School: *Educating for Resilience (2013-2016)* was born. An ambitious plan, yet, it is one that will reap untold benefits for children and youth in Somalia. UNICEF's role will continue to be one of coordination, advocacy and partnership strengthening.

Why now? There has never been a more opportune time during the last two decades than now to act on behalf of Somali children and youth. Improvement in access to people in need, especially in the SFR Central Southern Zone, has opened up a rare window of opportunity. Within this operating space there is a chance to focus on resilience programming. Building resilience through education is critical. While initial costs may be higher than traditional life-sustaining emergency education programmes, educating for resilience is the most effective way to assist Somalis in the move from crisis to sustainable development and peace.[3]

[1] UNDP, 2012. *Somalia Human Development Report* indicates that an estimated 68 percent of youth in the 14-29 years are unemployed.

[2] UNICEF has supported *Go-to-School* or *Back-to-School* campaigns in over 55 countries since 1994 following the Rwandan genocide. These initiatives have become powerful strategies in facilitating access to learning for millions of children. These concerted efforts have helped to raise the credibility of both the government and a rights based approach to education.

[3] The *Somalia Consolidated Appeal for 2013-2015* appeals for funds for investment in basic services, safety nets and resilience programmes; targeting 3.8 million Somalis (2013) in need, including IDPs and refugees. The majority of these are in the SFR regions. The G2S Initiative (2013-2016) will complement this approach by extending the resilience agenda through education strategies and interventions that will result in the strengthening coping mechanisms among children,

To make the most of this opportunity, significant donor support is urgently required to enable at least 1 million additional children and youth – that is a quarter of the total number of out-of-school children and youth – realise their right to go to school and to stay in school until they have completed a quality basic education that is appropriate to their age and lifestyle.

This calls for a concerted effort of mega-proportions, the likes of which were seen during the 2011 emergency when generous funding from donors enabled a rapid response from UNICEF and partners to reach 426,000 children and adolescents, providing them with secure and effective learning environments.

The ambitious goal of 1 million in one-year will require strong coordination and harmonisation among the donors currently engaged in supporting the provision of equitable, quality basic education in Somalia. Key donors such as the EU, USAID, and DFID, who have remained fully engaged in the education sector, are well positioned to provide the creative synergies and programme dovetailing that will ensure that the target is met. Under consortiums led by ADRA, Care and Save the Children Alliance, the EU has extended its capacity development programme, building on the notable progress made in the period 2011-2013.[4] This new 3-year programme will reach an additional 83,000 children across the three regions of Somalia at the same time as strengthening delivery systems at the local level.

USAID is one of the few donors working in Somalia that is focusing on post-primary education and skills development for youth. Their current 5-year programme aims to reach some 40,000 children and youth across the three zones.

DFID will also launch a new education programme early in 2013. Funded under the Girls Education Challenge programme, an innovative 3-year programme will focus mainly on increasing access to girls' quality basic education. Although details of the final target figures are not yet known for the DFID interventions, the GEC programme and the EU interventions will make a very credible and welcome contribution to the overall goal of the G2S Initiative to reach 1 million children.

Somalia has also continued to benefit from global joint initiatives such as the *Education in Emergencies and Post-Crisis Transition (2007-2011)* between the Government of the Netherlands and UNICEF. This programme aimed to improve emergency education interventions and specifically to provide targeted assistance to countries in post-crisis transition. Extensive evaluation of this programme in 2011 led to the design of a second global joint initiative between UNICEF and the Government of the Netherlands which perceives education as an essential building block for sustainable development and peace. In Somalia, the multi-year funded *Peace Building, Education and Advocacy Programme* (2011-2013) began with an initial focus on Fast Track activities in central and southern Somalia. The aim is to get 100,000 additional children (45 percent girls) into basic education along with the requisite construction of learning spaces; provision of teaching learning materials; teacher recruitment and training. So far some 174,000 children have been enrolled. Recent progress in terms of increased humanitarian access in the SFR Central Southern Zone, suggests this type of programme bodes well for future gains. The PBEA programme is still in its formative stages and will expand to the NWZ and the NEZ during 2013 in a second phase. To date, it clearly shows great potential for possible synergies with the G2S Initiative.

While access to quality education remains a key concern among donors, equitable access for children living in marginalised communities is also seen as being of critical importance in Somalia. A joint cross assessment of the needs of children in pastoralist communities conducted in 2011, led to

youth, their families and communities throughout Somalia.

[4] EU funded *Integrated Capacity Development of Somali Education Administrations (2011-2013)*

the development of a MoE-led, UNICEF funded programme: *Basic Education for Pastoralist Children*, being implemented in the NEZ and the NWZ. The programme aims to reach 4,000 out-of-school marginalised children through diverse delivery of basic education in the NWZ and 3,200 children in the NEZ and complementing the G2S Initiative which also focuses on out-of-school children in marginalised communities as one of its key target groups.

In addition, there are new donors on the scene who are keen to promote complementary programming that is aligned with the Education Sector Strategic Plans. The Global Partnership for Education is a good example of this. GPE funding, which has come on-stream early in 2013 will fill some of the funding gaps, especially around strengthening teacher management systems. Complementing the work of other partners in teacher training, it is expected that this programme will result in an expanded cohort of well qualified and motivated teachers, managed through MoE regulated training and predictable remuneration systems. Over 2,000 teachers will be recruited and supported for the duration of the programme (2013-2016), while sustainable payment systems are built by the three governments. This will in turn greatly improve the absorption capacity of the three education systems; enhancing their ability to welcome new learners into the system through the G2S Initiative as well as impacting all important learning outcomes.

The UN family of agencies will also contribute to the G2S Initiative utilising their particular areas of comparative advantage to add value to the response. In addition to providing technical assistance and implementation of a large part of this Initiative, UNICEF will lead on the coordination and advocacy front working closely with UNESCO (lower secondary education), WFP (school feeding programmes) and the ILO (skills-based youth programmes). An example of effective UN cooperation is to be found in the joint effort currently being made by UNICEF and UNESCO, in collaboration with the MoEs, to plan and facilitate an international conference on Education in Somalia, to be held in Mogadishu in April 2013.

Resilience to cope with future emergencies needs to be built *now*. The target number of beneficiaries– 1 million children and youth in school – is almost double the number of those currently being supported but then, so has the level of commitment from all education stakeholders in Somalia. The G2S Initiative is an opportunistic call for donors and governments to *unite for children and youth in Somalia and to strengthen their resilience through education.*

2 GO-2-SCHOOL INITIATIVES PAST AND PRESENT

Between the years 2002-2009 UNICEF, in collaboration with the education authorities and partners, initiated a number of education campaigns to address the need for increased access. These efforts were met with only partial success. The reasons for this are as complex as the context in which these initiatives were played out. A critical analysis indicates that the bottlenecks were both cultural and systemic. Lack of confidence in weak educational systemled parents to vote with their feet and distance themselves from the public education system. Community-based education became, and remains to this day in many parts of Somalia, the backbone of education system. Less redeeming was the failure on the part of donors and international agencies to address the issue of institutional capacity development within the Ministries of Education.

The *G2S Initiative (2013-2016)*, is one of a new generation of go-to-school initiatives. It is unlike any of its predecessors. This bodes well for the achievement of sustainable results. The differences stem from the significant changes that have taken place in the education environment in Somalia.

Why is it different this time around?

- *The call for the G2S Initiative was initiated by the Ministries of Education (MoEs);*
- *The G2S initiative will be led and coordinated by the MoEs;*
- *In 2012, the three MoEs were supported in the consultative process of developing Education Sector Strategic Plans (2012-2016). This was a major milestone for all three administrations. The G2S Initiative is fully aligned with the respective Education Sector Strategic Plans (2012-2016);*
- *The existence of local education coordination mechanisms for enhanced harmonisation has led to reduced duplication of efforts and improved transparent use of resources within the sector;*
- *Across Somalia, the responsible governments now recognise the importance of education in economic growth as indicated in the incremental increases, albeit small ones, in the national education budgets;*
- *Capacity development programmes over the last 3 years have begun to positively impact the capacity of all three Ministries in terms of planning, policy development and implementation;*
- *Systems strengthening initiatives such as the development of an effective Education Management Information System (EMIS) have resulted in improved evidenced-base planning. Financial systems in the northern regions have undergone reforms, albeit limited, making them more transparent and accessible. Improved Quality Assurance Systems, as well as development of Grade 8 and Form 4 Examinations Systems and Measuring Learning Achievement assessments for Grade 4,[5] suggest that parts of Somalia benefit from a more robust education system that can absorb more learners and retain them;*
- *Growing donor confidence is expressed through the increase in supporting MoE-led education programmes rather than individual projects. Multi-year, predictable funding is being provided through a new round of EU programmes (ESDP II) which aim to reach 40,885 children in Somalia (NWZ), some 24,100 in Puntland (NEZ) and another 18,000 under the SFR in the CSZ. Funding from the Government of the Netherlands for the Peace Building, Education and Advocacy Programme (PBEA) is currently supporting a fast track peace building programme in the SFR Central Southern Zone where almost 100,000 children are being provided with learning opportunities as a peace dividend in newly accessible areas. In the two northern zones, UNICEF is*

[5] The EU funded *Integrated Capacity Development for Somali Education Administrations (2011-2013)*

supporting a programme called Basic Education for Children in Pastoralist Areas which is reaching some 3,200 marginalised out-of-school children in the NEZ and another 4,000 in the NWZ. Additional funding from DFID for girls' education and from the Global Partnership for Education[6] (GPE) for teacher management systems, including teacher remuneration, has further signalled the adoption of a long-term view and increased commitment. Predictable funding channelled through government aligned programmes provides other donors with evidence that the practice of effective aid principles has set the Somali education sector, albeit tentatively, on the path of least resistance towards establishing an Education SWAp;

- *Programmatic linkages between the G2S Initiative (2013-2016) and other programmes have been firmly established to create synergies and maximise impact. Some of these linkages are complementary and/or cross-sectoral such as the UN Joint Programme on Local Government and Decentralised Service Delivery (JPLG) and the Joint Strategy for Resilience[7]. Several others already mentioned have the potential to dovetail with the G2S Initiative in order to maximise results for children through increased enrolment and improved quality of education across Somalia.*
- *Increased access to several areas of Somalia, especially in central and southern regions, has greatly improved routine monitoring resulting in enhanced reporting and opportunities to make appropriate programme adjustments for value-added results.*

In such a vastly improved education sector context, a well-planned and coordinated G2S Initiative serves as an opportunity to mobilise resources and introduce innovative strategies. Given that several other conflict-affected countries that have institutionalised this type of initiative, the MoEs could also integrate the G2S Initiative into their annual education plans; utilising annual campaigns as part of their routine sector programming. Finally, given the well-documented multiplying effect of education interventions, a well-timed and adequately resourced G2S initiative would impact almost all of the development indicators in Somalia. This would provide the much needed impetus for a final push towards reaching the Millennium Development Goals in 2015.

This strategy document has been developed in full consultation with the individual Ministries of Education. The overall purpose of the document is to present a clear picture of both the challenges and opportunities that the legacy of conflict and the new horizons in Somalia bring with them. A set of targeted outcomes for the Education Sector provide a framework for a diverse range of evidence-based strategies. This allows for each region to take a nuanced approach to addressing the contextualised challenge of increasing enrolment, while remaining engaged in sustainable systems strengthening for improved equitable delivery of quality education for all.

[6] The GPE invited Somalia to join the Partnership in August 2012. An indicative allocation of USD14.5 million was made. Somaliland and Puntland submitted implementation plans in January 2013, the SFR will follow suit in July 2013. Multi-year funding will support the gaps in MoEs' budgets during the implementation of the key priorities in their individual Education Sector Strategic Plans.

[7] The Horn of Africa crisis in 2011 prompted renewed interest in the resilience agenda. This re-focus on crisis prevention and local stability involves switching from frequent emergency-based investment to longer-term commitments towards building resilience of Somalis.

3 SITUATION ANALYSIS

3.1 Socio-Economic-Political Factors

Defined as one of the least developed countries, Somalia ranks amongst the ten poorest countries in the world. It is estimated that 43 percent of the population live in extreme poverty on less than one US dollar a day and that almost half of the labour force are unemployed.

About 60 percent of the population in Somalia consists of nomadic pastoralists. The main source of livelihood is livestock management. The lack of diversity makes the economy fragile even at the best of times and extremely vulnerable in times of drought as was experienced in 2011.

The Republic of Somaliland is a self-declared independent region in the north-west of Somalia. Many of Somaliland's 2.3 million[8] inhabitants are nomadic pastoralists. Apart from a border dispute with Puntland over Sool and Sanaag, Somaliland has remained stable with functioning institutions and a peaceful transfer of power through democratic elections in 2010.

The Puntland State of Somalia is an autonomous region in the north-east of Somalia. It remains committed to being an integral part of a united Somalia. The population of 1.6 million is relatively young with 70 percent below the age of thirty. This brings with it a mix of opportunities and challenges.

Both Somaliland and Puntland are in post-conflict recovery. Both have made notable progress towards enabling the establishment of basic political and administrative institutions, social and educational services, an active civil society and a growing private sector.

Conflict and massive displacements in Central Southern Somalia has led to a significant influx of Somalis into the region of Puntland and to a lesser extent into Somaliland region. This invariably has impacted negatively on their fragile socio-economic recovery. It is reported that Somaliland and Puntland currently host some 84,000 and 142,600 internally displaced people respectively[9]. The majority of IDPs live in congested settlements, on public or private land, without adequate access to the most basic of services including education.[10]

Central and Southern Somalia has been in the throes of internal conflict and upheaval since 1990 with no central government until the advent of the Somalia Federal Republic (SFR) in mid-2012. Battered by war and natural disasters, the estimated population of almost 6 million[11] consists of 1.1 million IDPs and additional 2 million in need of urgent humanitarian assistance.

While the humanitarian situation remains critical, the gains made in the past year and the changing security and political landscape are seen to present opportunities to break the cycle of recurring crises brought on by drought and conflict.

Given Somalia's chequered political history, what lies ahead in the political sphere for Somalia is far from being predictable. What is clear though is that the task of getting all school-aged children and youth into formal or alternative basic education is a national priority for all three governments. The G2S Initiative (2013-15) is a rallying call to all who have a vested interest in the rights of the Somali child to make this happen as soon as possible.

3.2 Education Sector

Somalia has one of the weakest and most poorly funded education systems in the world. An analysis

[8] Projected population figures based on the UNDP Household Survey 2005 with an annual increase of 3.14 percent. It should be noted that these figures have been contested, with some government sources suggesting a population estimated at 3.4 million.

[9] OCHA,2012.*Somaliland Humanitarian Snapshot*, October 2012

[10] Somalia Consolidated Appeal 2013-2015

[11] UNDP 2012 Population Projection

of education data provides a rather dismal picture of the overall education system in Somalia with few gains to celebrate so far in what is fast becoming a race against time to meet the education Millennium Goals.

> Out of every 10 school-aged children in Somalia only 4 of them are actually in school

Despite significant increases in school enrolment over the last eight years, only 710,860 children out of an estimated 1.7 million of primary school-aged children are enrolled in school. The overall Gross Enrolment Rate (GER) for across Somalia, as indicated by school level data collected in 2011,[12] is 42 percent. Whilst the MICS4 indicate an attendance of 51 percent in Somaliland and 43 percent in Puntland.

Gender inequalities are found throughout the education system with the highest incidence being in the teaching force where only 15 percent of teachers are women and the majority of these are unqualified.

In terms of school capacity the average primary Pupil-Teacher Ratio (PTR) in Somalia is 33:1, but this fails to reflect the enormous disparities across the three regions. The number of teachers in Somalia increased from almost 14,000 in 2007 to just over 16,000 in 2011. National budgets have not kept up with the demand for teachers' salaries. The burden of funding teachers' salaries remains with parents who are required to pay school fees and on the communities and the school management to raise funds for running costs.

[12] MoEHE, 2011. *Somaliland Primary School Census Year Book*; MoE, 2011. Puntland *Primary School Census Year Book*; Education Cluster, 2011. *Education Data*.

Poor learning outcomes are reflected in the high repetition and drop-out rates which result in children failing to complete a full cycle of basic education. Less than 38 percent of those enrolled in Grade 1 in the academic year 2001/2002 successfully progressed to Grade 5 in 2006/2007.

Teaching and learning outcomes are further affected by the lack of safe school environments. Many communities, especially in the conflict affected areas of SFR, lack even the most basic of school buildings while in others, children are expected to learn in unsafe, dilapidated structures often without adequate sanitation facilities. Unpredictable rainfall patterns and on-going conflict have resulted in only 29 percent of the population having access to safe water and 39 percent to sanitation. Poor hygiene, which can be addressed through school WASH programmes, increases the risk of outbreaks of waterborne diseases such as cholera.

Formal post-primary basic education is limited to Form 1 and Form 2 in lower secondary schools. While transition rates from Grade 8 have increased, the increase in the number of learners in primary schools, combined with limited investment in expanding secondary school education, has resulted in a serious bottleneck. The system is currently unable to keep pace with the demand for secondary education, particularly in Somaliland and Puntland regions. Data also indicates that gender inequities become more accentuated in lower secondary school with only 28 percent of girls transitioning to lower secondary schools (School Census 2006/07). An acute shortage of girls-only schools to overcome cultural constraints at this level is highlighted by the fact that only 37 percent of girls who transitioned from primary school sat the Form 4 examination in 2011/2012.

Besides formal basic education, a significant number of school-aged children in Somalia are found to be learning in alternative basic education

settings. While there has been a reduction in the number of alternative education facilities due to the relative increase in the number of formal primary schools, alternative basic education still has an important role to play in the equitable provision of quality education in all three education systems.[13]

Appropriate education programmes for Somali youth are few and far between. Many youth have never attended primary school and almost all have lived with violence. Yet, young people are vulnerable to sexual and gender-based violence while those living in situations of displacement and insecurity are most at risk of recruitment into the armed forces. A recent survey conducted in Somalia for the Youth Focus Programme in the 2012 UNDP Human Development Report, found that 21 percent of youth(age 14-29) were neither working nor in school.[14] Youth in Somalia are blocked by multiple social, economic and political exclusions. Poor quality education and the lack of jobs were found to not only reduce their natural resilience and optimism but it also made youth vulnerable to risky and criminal behaviour. The recent uprisings in the Arab world have demonstrated just how potent youth can be in driving political transformation, especially when fuelled by frustrations over a lack of livelihoods or voice in decisions affecting them. Education and gainful employment for youth in Somalia can build their resilience by channelling their energies into positive outcomes.

Literacy rates, especially among young women in the 15-24 years cohort, are particularly low. In Somaliland and Puntland only 44 percent and 37 percent of young women were found to be literate respectively[15]. In both regions, the lowest literacy rates were found in rural areas indicating a lack of education service provision and/or poor uptake of services that are available. Linkages between education and child mortality have never been stronger with research indicating that of every extra year of education that young women receive, child mortality decreases by 9.5 percent.

Education services in Somalia are provided by a variety of stakeholders, including Community Education Committees (CECs), regional administrations, community-based organizations, education umbrella groups and networks, NGOs and religious groups. Due to the widespread existence of CECs throughout Somalia, 95 percent of schools have been found to have functioning CECs.[16]

In 2012, all three Ministries of Education were supported in the consultative process of developing Education Sector Strategic Plans (2012-2016). Given the on-going conflict in the Central and Southern Somalia zone and the capacity challenges in the two northern zones, this achievement is a major milestone for all three administrations. This effort has been rewarded with membership of the Global Partnership for Education (GPE) – making Somalia the first federal government to be accepted by the GPE. This recognition has since translated into an offer of support, over three years, amounting to USD 14.5 million.

Almost all of the above national figures hide significant regional level disparities in the quality of education services and in the capacities of each of the education administration to deliver them. These regional disparities have been taken into account in the design and planning of the G2S Initiative (2013-2016). Clearly a one-size-fits-all approach to Somalia would not be effective. Instead, the G2S strategy acknowledges these regional diversities and takes an informed and nuanced approach to both the challenges and potential solutions.

[13] Ministry of Education Puntland, 2012. *Primary School Census Statistics Year Book* 2011/2012

[14] UNDP, 2012, Somalia Human Development Report (Youth referes to age group between 14-29)

[15] UNICEF Somalia Multi-Cluster Survey 2011

[16] UNICEF, Primary Education Survey. 2006/2007

The evidence-based design of the G2S Initiative 2013-2015 is responsive to a specific set of education indicators which are directly related to the four Outcome Areas: Formal Basic Education; Alternative Basic Education; Youth Education and Institutional Strengthening. These are presented, along with the requisite baseline data and targets, in the Results Framework (Annex 2).

4 STRATEGIC FRAMEWORK

4.1 Strategic Outcomes

The G2S Initiative 2013-2016 has four key outcomes that are broadly aligned with the priorities of the Education Sector Strategic Plans of the Ministries of Education (MoEs) in all three regions of Somalia. The four outcomes are as follows:

Outcome 1:

Equitable access to quality formal basic education expanded to all school-aged boys and girls.

Outcome 2:

Marginalised, out-of-school children realise their rights to education through innovative and diverse delivery of basic education.

Outcome 3:

Unemployed and vulnerable youth are empowered through access to alternative education programmes and gainful employment.

Outcome 4:

Education authorities and school management, strengthened in leadership skills and commitment to the provision of quality education for all.

The G2S Initiative is designed as a 3-year initiative but it is essentially a fast-track programme that aims to achieve its overarching goal of providing education opportunities for 1 million children and youth within the academic year 2013/2014. The subsequent two years of programming will focus on consolidating the gains made in the first year. Interventions in Outcome 4 will contribute to strengthening the institutional capacity of all three Education Administrations to ensure effective planning and implementation as well as sustainability of the results achieved during the G2S programming period.

Under each Outcome, there are a number of strategies or potential interventions that are in turn broken down into activities. Each activity will be implemented, monitored, and measured against the baseline data for each Outcome and related Output. Baseline data, where available, together with key performance indicators are detailed in the programme Results Framework (Annex 2).

4.2 Beneficiaries

The direct beneficiaries of 1,000,000 children and youth are presented in Table 1 by Education Outcomes 1-3 and description. Outcome 4: Institutional Strengthening, underpins the service delivery elements of Outcomes 1-3.

Table 2 presents the spread of the total beneficiaries by Outcome area and Zone.

Table 1: Direct Beneficiaries by Outcome and Description

	Outcomes	Description of Target Group
1	**Formal Basic Education**	Children in the 6-13 age group
2	**Alternative Basic Education**	Out-of-school children and adolescents (6-13 years) Including drop-outs and those who have never entered school
3	**Youth Education**	Out-of-school adolescents (14-18 years) Unemployed adolescents and youth (14+ years)
4	**Institutional Strengthening**	Central level MoEs/DoE, REOs, DEOs and CECs (all regions)

Table 2: Direct Beneficiaries by Outcome Area and Zone[17]

SOMALIA								
Somalia Federal Republic			**North West Zone**			**North East Zone**		
Formal Basic Education	**Alternative Basic Education**	**Youth Education**	**Formal Basic Education**	**Alternative Basic Education**	**Youth Education**	**Formal Basic Education**	**Alternative Basic Education**	**Youth Education**
86,600	*93,500*	*319,900*	*84,000*	*53,550*	*162,450*	*66,500*	*70,900*	*62,600*
Total SFR: 500,000*			**Total NWZ 300,000***			**Total NEZ: 200,000***		
TOTAL SOMALIA: 1,000,000 CHILDREN & YOUTH								

** These figures will be adjusted downwards to incorporate beneficiaries under other education programmes such as those funded by the EU, DFID, the Government of the Netherlands and GPE. Regular donor mapping exercises will be conducted by the local ESCs to track additional contributions in terms of funding and number of beneficiaries reached.*

[17] The number of beneficiaries targeted per region is based on an analysis of population data (UNDP Projections 2012) and data on youth profiles (UNDP Human Development Report, 2012).

4.3 Complementary Programmes

The G2S Initiative Strategy has been developed from the premise that getting 1 million children and youth into education will require a joint effort on the part of all education stakeholders in Somalia. This joint venture which takes into account the fact that at least 15 percent, or 150,000 of the total target of 1 million beneficiaries, are currently being programmed for through a range of complementary programmes[18].

Table 3 provides a projected summary of the spread of the remaining 850,000 beneficiaries by zone and Outcome and Intervention.

In the SFR Central Southern region of Somalia, emergency education targets under the Education Cluster have been set to reach 720,000 beneficiaries over the next three years.[19] This represents approximately 85 percent of the school-age children and youths who are affected by crisis, emergencies and/or categorized as under stress. Many of these children are already in schools that have been established in response to the on-going emergency but are in need of continuing support. The G2S Initiative, under the SFR Directorate of Education, will aim to work in synergy with the humanitarian effort to enable 500,000 additional children and youth to enter the education system in 2013. This is certainly an ambitious target but not an impossible one as precedence was set during the acute emergency of 2011, when UNICEF and partners were able to reach 426,000 children and youth in one year. The overall target of 500,000 beneficiaries in CSZ will be adjusted downwards to 450,000 to reflect the contribution that will be made through complementary education programmes already being funded by donors such as the EU, DFID, USAID, the Netherlands, and the Global Partnership for Education (GPE).

In the NWZ, the MoEHE has set itself the ambitious target of 300,000 for academic year 2013/2014. The target figure takes into account the expected massive influx of children and adolescents who will be entering the system for the first time as a result of the government declaration of Free Primary Education for all in 2011. This is expected to almost double the annual intake of over 167,000 children (6 year olds), into lower primary schools. While the system is better prepared than it was in the 2011/2012 school year, it will require a major injection of support particularly for the recruitment, training, and remuneration of qualified teachers to ensure that the quality of education is not further compromised. In recognition of the contribution made by complementary programmes already being funded by the EU, DFID, USAID the target figure of 300,000 will be adjusted downwards to 250,000.

The MoE in the NEZ has realistically taken into consideration the current capacity of its education system to absorb large numbers of additional learners and will aim to target 200,000 additional children and youth under the G2S Initiative. As elsewhere in Somalia, a significant increase in the number of qualified and motivated teachers will be critical to the success of the G2S Initiative in Puntland.

The overall target figure of 200,000 will be adjusted downwards to 150,000 in recognition of the complementary programme support already committed by donors such as the EU, DFID, USAID and other donor funded programmes.

[18] This assumption will be tested through a rapid mapping exercise and gap-analysis of donors working in the education sector.

[19] Somalia Consolidated Appeal 2013-2015

Table 3: Proposed Spread of Additional Beneficiaries by Zone, Outcomes, and Proposed Interventions

ZONAL BENEFICIARIES		SFR			NWZ			NEZ			TOTAL		
INTERVENTIONS BY OUTCOME		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Outcome 1:Formal Basic Education												
1.1	Formal Primary Schools (G1-8)	30,000	30,000	60,000	23,000	23,000	46,000	16,500	13,500	30,000	69,500	66,500	136,000
1.2	ECD Units (Attached to PS)	500	500	1,000	3,000	3,000	6,000	2,500	2,500	5,000	6,000	6,000	12,000
1.3	ECD Vouchers (Private)	300	300	600	3,000	3,000	6,000	2,500	2,500	5,000	5,800	5,800	11,600
1.4	Transition Scholarships (Grade 8 - F1)				500	500	1,000	0	1,500	1,500	500	2,000	2,500
	Sub-Total: Formal Basic Education	*30,800*	*30,800*	*61,600*	*29,500*	*29,500*	*59,000*	*21,500*	*20,000*	*41,500*	*81,800*	*80,300*	*162,100*
2	Outcome 2: Alternative Basic Education												
2.1	ABE Schools	32,500	32,500	65,000	18,000	18,000	36,000	10,800	13,200	24,000	61,300	63,700	125,000
2.2	Quranic Cluster Schools	5,000	5,000	10,000			0	3,000	2,000	5,000	8,000	7,000	15,000
2.3	Diverse Approaches for Pastoralist Communities				500	500	1,000	12,000	12,000	24,000	12,500	12,500	25,000
2.3	Technology Assisted Education Programmes	3,000	3,000	6,000	2,025	2,025	4,050	2,700	2,700	5,400	7,725	7,725	15,450
	Sub-Total: Alternative Basic Education	*40,500*	*40,500*	*81,000*	*20,525*	*20,525*	*41,050*	*28,500*	*29,900*	*58,400*	*89,525*	*90,925*	*180,450*
3	Outcome 3: Youth Education												
3.1	Life Skills Based Education Programmes (LSBE)	2,400	2,400	4,800	1,600	1,600	3,200	1,600	1,600	3,200	5,600	5,600	11,200
3.2	Youth Education Pack (YEP)	1,200	1,200	2,400	2,400	2,400	4,800	450	450	900	4,050	4,050	8,100
3.3	TVET	1,500	1,500	3,000	1,500	1,500	3,000				3,000	3,000	6,000
3.4	Functional Literacy and Numeracy Groups	75,000	75,000	150,000	67,975	67,975	135,950	20,000	20,000	40,000	162,975	162,975	325,950
3.5	Non-formal Education Programmes(NFE)	72,100	72,100	144,200				1,500	3,500	5,000	73,600	75,600	149,200
3.6	Youth Internships	1,500	1,500	3,000	1,500	1,500	3,000	500	500	1,000	3,500	3,500	7,000
	Sub-Total: Youth Education	*153,700*	*153,700*	*307,400*	*74,975*	*74,975*	*149,950*	*24,050*	*26,050*	50,100	*252,725*	*254,725*	*507,450*
	Totals	225,000	225,000	450,000	125,000	125,000	250,000	74,050	75,950	150,000	424,050	425,950	850,000

4.4 Strategies and Activities

Outcome 1:

Equitable access to quality formal basic education expanded to all school-aged boys and girls.

Description of Key Interventions

G2S Advocacy and Social Mobilisation Campaign

Annex 3 provides a detailed overview of the proposed annual *Advocacy and Mobilisation Campaign* which will aim to increase enrolment by at least 1 million children and youth in Somalia.

Construction and Rehabilitation of Classrooms

In Somalia, construction and rehabilitation of classrooms and schools is an essential part of any plan to increase enrolment. This is especially true in the SFR region of Somalia where two decades of civil war and conflict has left very little infrastructure that would provide safe learning environments for children and youth. In an effort to ensure few carbon footprints during any form of construction, environmental impact assessments will be conducted at new sites and locally adapted school designs, including water and sanitation facilities, will be used. Where lights or other uses of power are required, alternative energy sources such as solar power will be used. The G2S Initiative supports the need for well-planned and robust school buildings plus teachers and supplies. This will provide communities with the right signal about the quality and value of education. This will result in more children being enrolled and serve to improve their parents' confidence in the MoEs' capacity to deliver quality education services.

Construction of water, sanitation and hygiene facilities

Schools can play an important role in bringing about behavioral changes and promoting better health. Improved hygiene practices are essential if transmission routes of water- and sanitation-related diseases are to be cut. Diseases such as diarrhea, parasitic worm infections and skin and eye diseases need to be tackled by making improvements to water and sanitation facilities. These improvements in facilities must go hand in hand with hygiene behavior change and practice, if the transmission of disease is to be prevented.

Diarrhea and other water and sanitation related diseases are best prevented through hygienic behavior, in particular hand-washing, safe excreta management and the consumption of clean water. Water and sanitation related diseases cause physical and mental development lags, thwarting a child's ability to learn. Poor or non-existent sanitation keeps girls out of the classroom. Schools play their part in prevention through the construction and proper use of water and sanitation facilities as well as hygiene education, thereby reducing school absenteeism due to such illnesses.

Teacher Incentives

Education can be delivered without schools (buildings) but not without an adequate supply of trained and motivated teachers. Catering for the needs of 1 million additional children will inevitably call for the recruitment and training of a significant number of new teachers, as well as supporting those already in the system to make the necessary adjustments to create a welcoming and child-centred school. Governments are committed to incrementally increasing education budgets, but will need support in the interim, like that given through the GPE Programme, to fill the funding gaps. In Puntland, escalating costs and an extremely low education budget of USD 3.5 million

is only enough to subsidise 18 percent of primary school teachers. The situation has been further complicated in Somaliland when the government declared Free Primary Education, forbidding schools to collect fees in any form. Considering that only 50 percent of the teachers in formal primary schools are actually on the government payroll, many teachers are now left without any predictable form of remuneration. Under the Somalia Federal Republic, Central Southern zone, the full responsibility of training, deployment, and remuneration of teachers lies entirely with the de facto education authorities known as the Education Umbrellas and communities. By creating predictable payment systems for teachers through time-bound payment of incentives, the G2S Initiative will ensure that additional children can be brought into the education system. The responsibility of keeping them in school will then shift to the Directorate of Education who have committed to advocating for additional government funds.

Multi-Grade Teaching Skills

Multi-grade schools, defined as schools where one teacher teaches two or more grades simultaneously, are common in rural areas particularly in remote pastoralist areas. Even in bigger schools, teacher absenteeism and lack of funds to pay for additional teachers often results in teachers, often untrained, to teach large numbers of children with diverse learning needs. National curriculum contents, teaching and learning materials and activities taught at schools are frequently geared for mono-grade classes. The majority of teachers in Somalia, even qualified ones, lack the skills and support to overcome this challenge and ensure that children in multi-grade classrooms make progress in line with their cognitive development and learning needs. Improved quality of teaching in multi-grade classrooms will result in fewer drop-outs and improved completion rates in primary schools. Under the G2S Initiative in-service teacher training will be conducted during the school holidays for teachers currently working in multi-grade classrooms. Multi-grade teaching programmes will also be integrated into the national Teacher Training curriculum so that teachers participating in pre-service training are prepared to teach effectively in multi-grade classrooms.

School Readiness

In-service School Readiness programmes are proposed as a complementary approach in order to address the challenges of poor quality teaching and high drop-out rates, specifically in lower primary schools. It is closely connected to Strategy 1.2 which focuses on expanding access to ECD for pre-primary schools. Evaluations of School Readiness programmes in other countries demonstrate positive linkages between the programme and primary school learning outcomes. In countries with low levels of access to pre-primary education, UNICEF's School Readiness interventions have had a profound effect on girls and other vulnerable children.[20] This sub-strategy will target early years' teachers in lower primary schools with the aim of making the school environment more ready to receive young children and improve with links to pre-primary ECD programmes. Training of teachers in Grades 1-3 will be conducted during school holidays. The key results will include improved literacy and numeracy outcomes as well as reduced drops-outs among learners in Grades 1-3. The programme challenges the widespread misperception that children in lower primary school do not require teachers to have the same level of professional skills as those teaching in higher grade classes. This contradicts evidence-based research that demonstrates the benefits of highly skilled early years teachers who ensure that the foundations of formal learning are well established, thus avoiding the need for costly remedial programmes and grade repetitions. These programmes will be linked to enrolment campaigns so schools provide more child-friendly learning environments which are conducive to children entering the formal system for the first time.

[20] UNICEF, 2011, School Readiness Programmes

Early Childhood Development

Apart from the intrinsic value and positive multiplying effect of Early Childhood Development interventions on almost all development indicators, there is strong evidence to suggest that in post-conflict situations an investment in ECD attracts equitable numbers of boys and girls into the education systems.

Provision of a quality pre-school year experience will increase the number of children likely to enter Grade 1 as well as improving their chances of completing a full cycle of primary education. In addition, ECD interventions provide opportunities for convergence and the holistic provision of services for the young child; all of which will greatly increase the overall returns to investment in education. Quality ECD interventions can increase the resilience in young children and thus reduce the negative impact that persistent household poverty can have on the child's capacity to cope.

Although almost all children in Somalia attend a Quranic school at some point, there is little evidence of a demand for quality ECD provision, except in some of the larger towns where private ECDs have begun to mushroom in response to the needs of working parents. In the absence of an ECD Policy and guidelines to regulate them, these ECD facilities fall outside of the education system. The MoEs have prioritised the development of integrated ECD in their respective Education Sector Strategic Plans and plan to conduct a Feasibility Study on the current status and provision of ECD in 2013[21]. It is likely that the MoEs will use the outcomes of this study to develop a national ECD Policy, Framework and Standards.

As important as this study is, the outcomes of this study are unlikely to have an immediate impact on the provision of ECD in Somalia. The G2S Initiative (2013-2016) puts forward an interim plan which suggests a two-pronged approach. The first approach will involve establishing ECD Units that will be attached to selected basic education facilities. These will provide a one-year pre-school programme for 5-year olds. This will allow the MoEs to monitor the programmes and ensure that the same children transition into Grade 1 after that year. ECD teachers who have experience in the private sector will be trained to run the units in close collaboration with the lower primary teachers.

The second approach will work with the private sector, opening up a number of places for 5-year old children from vulnerable households who would not normally have access to these services and who are considered at risk of not starting school at the age of six. This will take the form of a voucher scheme and be administered through the MoEs.

Strategies and Activities

Strategy 1.1:
Increase enrolment and improve retention in formal primary schools.

Activities:

1.1.1 Advocacy and Social Mobilisation Campaign led by the MoE in collaboration with all education stakeholders:

- Media campaign: radio, television and mobile phone.
- Education Champions – national role models
- Advocate for Education for All.
- Celebrate International Days that are related to the child and education; platforms for advocacy.
- Annual Enrolment Festivals – cultural; music/arts celebrations at community level on enrolment days.
- Engage all stakeholders in annual Global Education Campaigns.
- Child-to-Child Clubs develop local strategies to boost enrolment.

[21] This study will be supported by the Netherlands funded *Peace Building, Education and Advocacy Programme* (PBEA).

- Engage out-of-school and unemployed youth as advocates for enrolment.
- Culture-based competitions (art, music, poetry) with an education theme

1.1.2 Support construction of additional permanent classrooms.
1.1.3 Support construction of additional temporary classrooms.
1.1.4 Support rehabilitation of old/damaged classrooms.
1.1.5 Support construction of girls-only schools.
1.1.6 Support construction of separate and adequate sanitation facilities for boys and girls to promote more equitable enrolment and retention of adolescent girls.
1.1.7 Provide potable water supply to the schools through cost effective technologies like roof catchment of rain water.
1.1.8 Promote personal hygiene by provision and use of hand-washing facilities.
1.1.9 Create sanitation and hygiene awareness among the pupils and the entire school community through child-focused programmes establishment and maintenance of health clubs etc.
1.1.10 Promote operation and maintenance of WASH facilities through capacity building of school community and other relevant stakeholders.
1.1.11 Support promotion of WASH in schools' agendas through advocacy meetings/fora amongst key stakeholders.
1.1.12 Support local procurement of school furniture.
1.1.13 Support pre-service and in-service training of teachers (G 1-8) in child-centred methodologies.
1.1.14 Support active recruitment of female teachers and provision of Teacher Training Scholarships for female trainees.
1.1.15 Support training of teachers in management of multi-grade classrooms.
1.1.16 Support training of teachers in School Readiness skills for lower primary school (G1-3).
1.1.17 Supply Teaching/Learning materials for all grades.
1.1.18 Supply School Kits.
1.1.19 Supply EMIS materials.
1.1.20 Provide teacher incentive payments.
1.1.21 Coordinate with WFP on school feeding programmes where appropriate.

Strategy 1.2:
Provide equitable access for children in their pre-school year (5-6 year olds) to quality Early Childhood Development programmes.

Activities:

1.2.1 Support MoEs in the design and implementation of an ECD voucher scheme for at-risk 5 year olds in vulnerable households.
1.2.2 Provide MoEs with technical support in the pilot phase of establishing ECD Units.
1.2.3 Support training of both male and female ECD Master Trainers (TOT/Cascade Method) in ECD principles, methodologies and standards facilitated by international ECD experts.
1.2.4 Support training of ECD teachers using a cascade model with follow-up supervision/ mentoring.
1.2.5 Supply ECD kits and Guides.
1.2.6 Support evaluation of the impact of ECD programmes at the end of Year 1.
1.2.7 Provide MoEs with technical support in the development of a national ECD Policy and ECD Standards.

Strategy 1.3:
Increase equitable access to post-primary basic education through improved transition rates from Grade 8 to Lower Secondary School.

Activities:

1.3.1 Support construction of additional classrooms in lower secondary schools.
1.3.2 Support improvement of learning outcomes in Grade 8 through Youth Internship Programmes (See Strategy 3.5)

and provide scholarships for Grade 8 girls transitioning to lower secondary schools.

Outcome 2:

Marginalised, out-of-school children realise their rights to education through innovative and diverse delivery of basic education.

Description of Key Interventions

Interactive Audio Instruction (IAI)

Interactive Audio Instruction (including but not exclusive to: energy-saving radios, MP3 players and CD players) is not a new approach in Somalia (EDC, SC, AET) and is currently being used as a teaching methodology in a UNICEF supported SC programme for pastoralist children in the most difficult to reach areas in Somaliland and Puntland.

Evidence-based monitoring in Somalia and in other emergency and post-conflict environments, indicate that IAI is a cost-effective means of reaching the most difficult-to -reach communities. It should be promoted as a viable solution to increasing coverage for hitherto marginalised children and youth. This approach can be integrated into most alternative education programmes including literacy and numeracy groups. Under the G2T Initiative (2013-2016), IAI will be used in a variety of alternative basic education programmes with the view to extending literacy and numeracy programmes to as many children and youth, especially those living in remote marginalised communities. It will also be used in community-based functional literacy and numeracy groups which will be run by youth organisations for youth. IAI is expected to be a cost-effective but value-added way of expanding education access quickly as teaching/learning materials have already been developed and the intervention can be scaled up quite rapidly.

Quranic Cluster Schools

Quranic Cluster Schools are a new concept in Somalia and are not to be confused with the Integrated Quranic Schools (IQS). The concept has been successfully used in other countries such as northern Nigeria where, like Somalia, almost all children attend a traditional Quranic school at some point. Instead of working to bring about change for children from within the Quranic schools by introducing the formal curriculum, the Quranic Cluster Schools approach aims to bring together children who attend Quranic schools in one particular area, to a community building to learn basic literacy and numeracy outside of their Quranic schools. The Cluster model is more cost effective than the IQS model. The model does, however, work closely with the Quranic schools, religious leaders and parents to ensure children's right to a basic education without the complexities and sensitivities of working within the Quranic school system. Flexible timing allows children to study together with a local multi-grade trained teacher for a couple of hours a day or per week. It provides a flexible low-cost, non-invasive alternative to IQS. It requires one or two local teachers to be trained in multi-grade teaching skills using either the formal curriculum or the ABE materials. Under the G2S Initiative (2013-2016), Quranic schools will be mapped and then grouped/clustered together. A central classroom will be located within the community. Local teachers will be recruited and given intensive training in multi-grade teaching skills as well as child-centred approaches to teaching a basic curriculum of literacy and numeracy. It is expected that some of the children attending these school will, at some point, join an ABE School or even a formal primary school.

Alternative Basic Education

Alternative or Accelerated Basic Education (ABE) has been widely used in Somalia for many years. Initially, it was developed by international NGOs as a 'second-chance' model of education for children aged 8-14 years who, because of displacement, had missed out on the opportunity to join a formal

primary school. In all three regions of Somalia this model is now used to extend quality education to children from vulnerable households whose resilience has been eroded by conflict and disaster-related as well as economic shocks. Currently there are two different variations on these programmes in Somaliland and Puntland. In Somaliland, the 8-year formal primary curriculum is condensed into a 5-year ABE programme while in Puntland 4 years of formal lower primary education is condensed into a 3-year ABE programme. This alternative basic education model has been officially recognised by the MoEs in Somaliland and Puntland. On completion of the ABE course in Puntland, learners can transfer to the formal primary school system. In Somaliland, learners who complete the 5-year ABE programme are able to sit the formal primary Grade 8 examination. The first cohort of ABE learners sat the exam in 2011. They performed well and many continued to secondary school. In 2012 some ABE learners did a lot better than their peers in the formal primary schools.

The ABE programme is a cost-effective way of reaching large numbers of children in remote pastoralist areas as well as those who make up the poverty-stricken urban poor which includes both IDPs and the host communities. It will be utilised under the G2S Initiative (2013-2016).

Pastoralist Education Hubs

ABE materials will also be used to support the scaling up of *Education Hubs*[22] for children in pastoralist communities. These hubs provide the simplest form of education facility – ranging from a local structure to a blackboard under the shade of a tree. Teachers will be recruited from the pastoralist communities and will be trained to teach multi-grade groups of children within a flexi-timetable. Local teachers will move with the communities when they go in search of new pastures for their livestock; thus providing a sustainable solution for education service provision for out-of-school children and adolescents in nomadic pastoralist communities.

Boarding Schools and Live-in Accommodation Models

Boarding (or residential) schools are not very common in Somalia. However, there are several regional examples of successful models that have been implemented in Kenya and Uganda. The main difference between a day-school and a boarding school is that the latter has dormitory facilities and facilities for eating, studying and recreational activities. This allows for students who live in remote areas where there is a lack of schools, especially for upper primary grades and secondary education. In many cases, it is the only cost effective way of ensuring that children in remote rural areas are able to continue their education beyond lower primary school. Boarding schools also cater for the specific needs of children in marginalised segments of the population such as nomadic pastoralists who do not have access to any other form of education due to their lifestyle. The initial capital investment in boarding schools and the running costs are often seen as being prohibitive but low-cost community-based models provide a more cost-effective way of off-setting the high costs associated with boarding schools.

In some remote pastoralist areas of Somalia, 'live-in' accommodation models, where children go to a day school while living with selected community carers, have been found to be more cost effective and child-friendly than traditional boarding schools which are expensive to run and are often counter-productive in terms of the psychosocial care of young children.

Where boarding schools are considered necessary, the G2S Initiative (2013-2016) will, under the guidance of the MoEs, aim to utilise the most appropriate model to ensure access and retention of children for the whole cycle of formal basic education.

[22] Education Hubs are currently being piloted with notable success under the Basic Education for Pastoralist Children Programme (BEP) which is funded by UNICEF in the two northern zones.

Technology Assisted Education

UNICEF's *Child Friendly Technology* is a framework for the use of technology in educational programmes that has been developed over a number of years in broad consultation with a range of education stakeholders and with country level input. A number of conflict affected countries have successfully implemented pilot projects which explore the use of child-friendly technology in the challenge of increasing access to quality education for children and youth. The majority of Somalis are familiar with mobile phone technology and are open to accessing other types of technology. As yet, child-friendly technology has not been introduced into schools in Somalia. The MoEs are willing to lead this process and will benefit from exploring the range of educational technologies that will be best suited to the contextual challenges they face before making informed and appropriate cost-effective choices.

Two examples of how child-friendly technology might be utilised during the G2S Initiative (2013-2016) to assist in the delivery of equitable, quality education in Somalia are:

1**. E-Books**: Few schools in Somalia have libraries or access to a range of relevant reading materials. As a result a culture of literacy is not promoted. This is further undermined by the fact that Somali culture has a strong oral tradition. In addition, Somali books are rare and expensive to produce. E-books, which utilise solar powered batteries, have enormous potential for use in literacy campaigns and in the classroom. Appropriate reading material can be added as the child progresses through the school and taken home to stimulate interest in reading among family members. This will be coupled with the active promotion of a reading culture at school level to include respect for and proper handling of books (both paper and electronic forms) and literacy materials.

2**. E-Tablets**: Following on from the widely tested and successful solar powered durable laptops, e-Tablets are more cost effective and child-friendly. Internet is not required as appropriate programmes can be pre-loaded. Teachers trained in the use of this technology can enhance the learning environment as well as using it for their own professional development through distance learning.

Computer Assisted Learning (CAL) has proved to be an effective one-on-one methodology but would not be cost-effective at scale in Somalia. It would be more appropriate to target specific groups within basic education such as members of Child-to-Child School Clubs and learners in lower secondary schools.

Strategies and Activities

Strategy 2.1:
Increase provision of Alternative Basic Education in marginalised, ultra-poor urban and remote rural pastoralist areas.

Activities:

2.1.1 Construction of temporary classrooms while permanent ones are being built.
2.1.2 Collaborate with education development partners working in ABE (NRC, SC and local NGOs) to ensure geographical coverage and avoid duplication.
2.1.3 Support development of appropriate ABE materials.
2.1.4 Provide textbooks and teaching/learning materials.
2.1.5 Support training of ABE teachers.
2.1.6 Provide ABE teachers with incentives.
2.1.7 Support the use of innovative teaching/learning methodologies including Interactive Audio Instruction and advocate for widespread use across programmes aimed at out-of-school children and youth.
2.1.8 Where necessary, advocate for equivalency between ABE and formal primary school including transfer policies and registering for Grade 8 examinations which allow ABE students to transition to secondary schools.

Strategy 2.2:
Expand formal education to Quranic students through an innovative, non-invasive Quranic Cluster Schools model.

Activities:

2.2.1 Collaborate with the MoE and other relevant Ministries of Religion and Culture to review the recommendations made in the evaluation of the Integrated Quranic Schools Programme (2009-2011) in NWZ and NEZ. Advocate for a more cost-effective model with increased coverage.

2.2.2 Build on local mapping of Quranic schools conducted by Islamic Relief (2011) in NWZ and advocate for the establishment of Cluster Schools for up to 30 children attending local Quranic schools.

2.2.3 Supply textbooks and teaching/learning materials.

2.2.4 Supply School Kits.

2.2.5 Support training of local teachers in multi-grade classroom management skills and child-centred methodologies.

2.2.6 Provide Quranic Cluster School teachers with incentives.

2.2.7 Advocate for the MoEs to institutionalise the Quranic Cluster Schools model if impact evaluation is positive.

Strategy 2.3:
Support delivery of education through diverse approaches in remote nomadic and semi-pastoralist communities.

Activities:

2.3.1 Support MoE collaboration with education development partners working in pastoralist areas with experience in promoting diverse models of delivery (ADESO, AET, SC and local NGOs) to ensure geographical coverage and avoid duplication[23].

2.3.2 Review appropriateness of models to serve nomadic and semi-pastoralist communities including: mobile schools; Pastoralist Youth Leadership programmes; ABE; flexible timetables; locally recruited teachers and IAI. Incorporate lessons learned in roll-out of the selected models.

2.3.3 Support MoEs in the construction and furnishing of Boarding Schools.

2.3.4 Support training of teaching and auxiliary staff in 'child-rights' and establish Boarding School Codes of Conduct to be signed by all staff.

2.3.5 Provide incentives for Boarding School Teachers and auxiliary staff.

2.3.6 Support cost effective, safe 'live-in' models of accommodation for nomadic students in upper primary and lower secondary school.

2.3.7 Supply or support development of appropriate teaching/learning materials.

2.3.8 Support training of teachers in appropriate content and child-centered methodologies including the use of Interactive Audio Instruction.

2.3.9 Provide teacher incentives as a temporary measure while MoEs advocate for increased education budgets and develop predictable teacher salary payment mechanisms, especially for teachers who are willing to be deployed to pastoralist areas.

Strategy 2.4:
Research and adopt appropriate cost effective technology assisted education for marginalised communities.

[23] *The Pastoralist Situation Assessment Survey (2011*) led to the development of an evidenced-based Pastoralist Education Programme. Since 2012, with support from UNICEF, a consortium led by SC has been implementing key elements in the *Basic Education for Pastoralist Children Programme* in both the NEZ and NWZ. The programme supports the MoEs lead in harmonising the education sector approach to basic education provision for children in remote pastoralist areas.

Activities:

2.4.1 Provide the MoE with technical assistance to plan and facilitate a national seminar, with regional inputs, on 'Appropriate Technology Assisted Education' focusing on innovative delivery of equitable, quality education service.

2.4.2 Advocate for additional funding among donors and the private sector.

2.4.3 Support the design of at least two pilot programmes which use innovative models that will allow the MoEs to scale up service delivery of quality education for children in remote marginalised communities.

2.4.4 Monitor progress and support evaluation of impact.

Outcome 3:

Unemployed and vulnerable youth are empowered through access to alternative education programmes and gainful employment.

Description of Key Interventions

Life-Skills Based Education Programme

In 2009, the Government of Japan generously supported the development and implementation of a LSBE programme. The objective of the LSBE programme was to enhance the psychosocial competencies of vulnerable groups of youth through life-skills based education and employment generation in order for them to overcome the challenges of life in Somalia. The programme outputs included the construction of 10 multi-purpose youth friendly centres in rural areas in NEZ and NWZ. The programme trained some 500 teachers and 180 Adolescent Peer Educators with the view to strengthening the life skills of 10,000 adolescent boys and girls. Relevant materials were developed to form an LSBE curriculum which has since been absorbed into the Non-Formal Education curriculum which aimed to harmonise the various curricula for youth and adolescents. Although funding for the LSBE programme was only for one year, the success of these centres has since been capitalised on through the ILO/UNICEF supported Youth Programme and lessons learned will be utilised to maximise success under the G2S Initiative (2013-2016). The idea is to work with the MoEs to re-invigorate and build on the LSBE programme using the structures and material already developed as a cost-effective way of reaching large numbers of youth across Somalia.

Functional Literacy and Numeracy Programmes for Youth

Statistics for Somalia's literacy environment, e.g. newspaper circulation, book production, library and computer usage are not available. However, observation indicates that the literacy environment is poor; with very little to read at home, in schools, or at the community level. As indicated earlier, Somali culture is based on a strong oral tradition. As a result of this and lack of access to basic education literacy rates in Somalia are very low. Basic numeracy is learned through daily transactions but this does not provide youth who have not had the opportunity to attend any form of education with the level of skills needed in the labour market. Facilitated community-based functional literacy and numeracy programmes, especially those which make use of radio transmissions (BBC Somali is one of the most popular radio channels), have been successfully piloted in Somalia. Evaluations of these programmes have found them to be a cost-effective way of reaching large numbers of illiterate people. This model will be replicated under the G2S Initiative (2013-2016) with a specific focus on topics that are relevant to Somali youth. A Youth-to-Youth approach will be advocated and the MoEs will work in partnership with Youth Networks and credible youth organisations to deliver for youth by youth.

Youth Education Pack (YEP)

Training and job creation for the 2.4 million unemployed youth in Somalia should be viewed as being critical components of any intervention for that cohort. NRC's Youth Education Pack (YEP) addresses this need through providing vocational skills, life skills, literacy and numeracy for illiterate or out-of-school school youth aged 15 to 24 who have little or no formal education background. By the end of a basic training cycle the learners are functionally literate and will have learnt skills that increase their ability to be self-reliant. YEP graduates are given support to bridge the gaps and challenges they face as they go about setting up their own enterprises. The graduates are also encouraged to form new or join existing Youth Networking Groups. Under the GS Initiative (2013-2016), this successful model will be scaled up in areas where it is already working and rolled to new areas in order to ensure that as many youth as possible have the opportunity to access this type of training course.

Technical and Vocational Education and Training (TVET)

The expansion of current on-going Technical and Vocational Education and Training (TVET) programmes will be supported by the G2S Initiative. This approach will be more cost-effective and provide the impact needed in terms of reaching target numbers of youth within one year. It will seek to support and build on TVET programmes that are already being implemented by local and international education partners such as Mercy Corps, which is sponsored by USAID under their current 5-year education programme. The aim of that particular programme is aligned with that of the G2S Initiative: to provide access to technical and vocational education and training with the view to empower youth to participate in and contribute positively and productively to society.

TVET interventions will be supported with funds to recruit, train and support salaries for a number of additional TVET Facilitators, which will in turn allow for an expansion of the programme in terms of numbers of youth participating in these programmes.

Non-Formal Education (NFE)

Non-formal Education was introduced by UNICEF in conjunction with the MOEs in 2003, based on the findings of a Needs Assessment (2000). It was designed to fill in the gap for learning opportunities for Somali youth aged between 14-18 years. NFE curriculum has focused mainly on basic literacy and numeracy, with limited practical/life skills. A flexible timetable is suitable for girls who have domestic responsibilities and/or jobs. More girls attend the centres than boys. Currently, male adolescents and youth do not seem to find NFE an attractive option, partly because they are run by women. The G2S Initiative (2013-2016) recognises the value of the NFE programmes, particularly for young girls and female youth who have no other access to education due to the constraints of their assigned gender roles in Somali culture. Support to the enrolment of more females into NFE programmes will also help to address the issue of gender imbalance in the education systems.

Youth Internship Programme (YIP)

A Youth Internship Programme (YIP) positions youth as agents of change in Somali society rather than mere recipients. Out-of-school youth, particularly secondary school graduates – will be recruited and trained as Homework Mentors who will be supported in tutoring school-going children. This work experience will provide them with a small monetary incentive thus building their confidence to apply for paid employment. Once established the youth can expand their work in the education sector to include being facilitators in the MoE literacy and numeracy campaigns among their illiterate peers. The G2S Initiative (2013-2016) will support this innovative idea through a sustainable Youth to Youth model of delivery. The MoEs will work in partnership with credible youth organisations and networks to provide opportunities for young men and women to

transition from the formal school system into gainful employment through accessing short-term internships that will provide them with valuable work experience.

Strategies and Activities

Strategy 3.1:

Expand access to life-skills based education programmes for out-of-school and unemployed youth.

Activities:

3.1.1 Reinvigorate the LSBE programmes through building work done by other programmes and the curriculum reform/harmonization work done in NWZ and NEZ.

3.1.2 Supply teaching/learning materials.

3.1.3 Supply Recreational Kits.

3.1.4 Construct LSBE centres in CSZ.

3.1.5 Extend the number of LSBE centres in NWZ and NEZ as well as use them in two shifts.

3.1.6 Support training of teachers and Adolescent Peer Educators in all regions.

3.1.7 Provide incentives for LSBE teachers and Adolescent Peer Educators.

Strategy 3.2:

Support innovative basic education/vocational skills programmes for youth empowerment.

Activities:

3.2.1 Support consultation between the MoE and development partners to map out what is already being done to empower youth and to conduct a gap analysis.

3.2.2 Collaborate with national and international partners who can provide evidence-based data of successful models that have empowered both males and females in the youth cohort. Support expansion and scale-up of these services.

3.2.3 Establish joint monitoring mechanisms for programmes and conduct impact evaluations with the MoE and other sector stakeholders.

Strategy 3.3:

Promote expansion of functional literacy and numeracy programmes nationwide for out-of-school and unemployed youth.

Activities:

3.3.1 Support MoEs in designing and coordinating a nationwide functional literacy and numeracy campaign to address the needs of disempowered youth.

3.3.2 Support MoEs collaboration with education development partners (EDC, BBC, and AET) to develop appropriate functional literacy and numeracy materials.

3.3.3 Support a range of application of Interactive Audio Instruction approaches suitable for youth such as the BBC Series Radio Teacher of Literacy programmes.

Strategy 3.4:

Support the MoEs in the expansion of the Non-Formal Education programme to ensure equitable access for all adolescents and youth (14-18 years) who are excluded from the formal sector.

Activities:

3.4.1 Provide the MoEs with technical assistance to assess the current status and need for NFE, particularly in remote rural areas and use data to plan for accurate and targeted expansion of NFE centres.

3.4.2 Support the recruitment and training of additional NFE teachers.

3.4.3 Advocate for the integration of NFE data into the EMIS in each region for improved planning and service delivery.

3.4.4 Supply NFE teaching/learning materials.

3.4.5 Supply NFE Kits.

3.4.6 Provide incentives for NFE teachers.

Strategy 3.5:
Support the design and implementation of a Youth Internship Programme for Secondary school graduates.

Activities:

3.5.1 Work with local Youth Networks and NGOs to recruit an equal number of male and female youth from among secondary school graduates.

3.5.2 Support training of youth cohort to work as Homework Mentors and attach them to schools in close collaboration with the MoE.

3.5.3 Provide a small incentive for Youth Interns.

3.5.4 Provide Recreation Kits for established Youth Networks.

Outcome 4:

Education authorities and school management strengthened in leadership skills and commitment to the provision of quality education for all.

Description of Key Interventions

Community Education Committees

Community Education Committees (CECs) throughout Somalia have, in the absence of strong and effective central education authorities, been the backbone of the education system for the last two decades. While there has been a definite shift through the on-going decentralisation process[24] and an increase in the number of teachers paid by the MoEs, at least in Somaliland and Puntland, dependency by the state on the CECs for the management of schools is as strong as ever. Resource mobilisation (mainly fees from parents), for teacher salaries and recurrent costs incurred in the running of the school as well as maintenance, falls to the CEC members and the Head Teacher. In the SFR region and Puntland, CECs continue to run schools in this manner. When FPE was introduced in Somaliland, in 2011, the CECs were immediately forbidden to collect fees. This has proved to be problematic for all schools, even those with teachers on the government payroll. The Somaliland Education Sector Strategic Plan (2012-2016) clearly states that the MoE will provide each school with a monthly school management grant of USD 250. This payment remains aspirational due to the low Education Budget. Some relatively better off district administrations can manage to support school management but poor districts with a low tax base, find they are unable to do so. The schools in these districts are now at risk of having to compromise on the quality of the education provided. It is highly unlikely that these schools will be able to engage in effective social mobilisation campaigns for increased enrolment.

The G2S Initiative (2013-2016) recognises the important role played by the CECs throughout Somalia and will support them in school management training. This will build on the work that the EU programme is already doing in this area. Strong collaboration will be called for to avoid duplication and create positive synergies. This strategy will include the development of School Management Plans and an annual social mobilisation campaign to increase enrolment and address the issue of out-of-school children and youth. Mini-grants for implementation of these regional and district approved plans will be provided to schools in poor marginalised districts.

Strategy 4.1:
Strengthen MoE leadership in planning and coordination of an education sector approved G2S Strategy.

Activities:

4.1.1 Provide technical assistance to the MoE in planning and coordinating an annual Advocacy and Social Mobilisation Campaign which aims to achieve set targets for increased equitable enrolment in both formal and alternative basic education for children and youth.

4.1.2 Promote ownership and institutionalisation of the G2S Strategy by the MoEs using the ESSPs as platform for policy discussions.

4.1.3 Advocate for the MoE to lead on implementing diverse approaches to education service delivery for out-of-school youth while engaging in cross-ministerial dialogue on vocational training and gainful employment.

[24] The JPLG aims to strengthen local governance mechanisms. CECs are now recognised as being part of the system and are, in principle at least, eligible to receive block grants under community development programmes.

Strategy 4.2:
Improve coordination and harmonisation through participatory planning, implementation and monitoring of an effective G2S Initiative.

Activities:

4.2.1 Advocate support for the prioritisation of MoE led G2S initiative among members of the national level Education Sector Committees (NWZ and NEZ), the Education Cluster (SFR) and to a limited degree, the Nairobi-based ESC.

4.2.2 Support the development of a dynamic resource mobilisation strategy – to be led by the MoEs - for engaging with donors.

Strategy 4.3:
Strengthen roles and linkages between REOs/DEOs and CECs for effective social mobilisation and implementation of G2S strategies.

Activities:

4.3.1 Support the engagement of CECs in an annual social mobilisation campaign to increase equitable enrolment of children and youth into both formal and alternative basic education.

4.3.2 Support training of CEC members in school management and resource mobilisation.

4.3.3 Provide mini-block grants to selected CECs as start-up funds for implementation of School Management Plans and annual Social Mobilisation Campaigns for increased enrolments.

5 GO-2-SCHOOL PROGRAMME MANAGEMENT

UNICEF will act as the managing agency for the *Go-2-School Initiative: Educating for Resilience(2013-16).*

The G2S Initiative will be managed through the following structures:

Ministerial Management

In each of the three zones, the G2S Initiative will be managed through a local Steering Committees (SC) chaired by the respective Director Generals of Education. Members will include representatives from the relevant Directorates, UNICEF, INGO and LNGO/CBO Representative of other education sector programmes as well as donors where possible.

The Steering Committee will provide progress updates to local Education Sector Committee (ESC) on a quarterly basis. For the interim, while key Education Sector donors remain Nairobi-based, the ESC meetings will be the primary platform for coordination among donors in Nairobi.

Regular mapping exercises conducted by the local ESCs will ensure up to date tracking of all additional contributions to the overall goal of the G2S Initiative.

UNICEF Management

UNICEF will be the managing agency and will be responsible for monitoring and reporting to donors as well as the fiduciary management of the initiative. A dedicated Senior Programme Coordinate will be appointed to manage the programme with support from national staff in the three regions.

UNICEF has over 20 years of operational experience in Somalia at the sector level, assuming the lead role of building support to education, health, protection and WASH. UNICEF works with governments, local authorities and NGO partners to reach all areas in Somalia through the presence of dedicated national and international staff based inside Somalia including in offices in Mogadishu, Hargeisa, Bossaso and Garowe

The UNICEF Planning, Monitoring and Evaluation Section will ensure that the G2S Initiative receives technical support on monitoring progress against the established results as well as evidence building and knowledge management initiatives in the evaluation of the project. A specialist M&E Officer with expertise in Results-Based Management and Knowledge Management will work closely with the Programme Manager.

6 MONITORING AND EVALUATION STRATEGY

A Monitoring and Evaluation (M&E) Strategy is key to ensuring that the G2S Initiative is on track to achieve its targets. This section of the Programme Document provides an overview of the key elements of the M&E Strategy.

Results Framework

The Results Framework (RF) is a critical element of the M&E Strategy. The consolidated Results Framework for the G2S Initiative is presented in Annex 2.

The RF has been built around the four Outcomes of the G2S Initiative and Outputs. Each of these is logically linked to specific measurable indicators and appropriate data sources. A description of the data sources, and the challenges associated with them, are provided below.

Data Sources

A variety of data sources will be used to track and verify progress. Although a paucity of reliable data systems – including collection and analysis against pre-determined targets - has been one of the key weaknesses of the Education Sector in Somalia as a whole, major progress has been made, especially in the two northern zones over the last 3 years in establishing a stable and credible EMIS. Data from the annual Primary School Census has been used to populate the EMIS in order to support education management functions such as planning and the on-going development of evidence-based policies. Routine data collection will also be a feature of the EMIS and will serve to provide the G2S Initiative with a reliable source of zonal, regional and school level data.

The Primary School Census, conducted for the first time in 2011 in the two northern zones, has been instituted as an annual exercise; providing reliable updates for many of the indicators set out in the Results Framework. Regular implementation of the Primary School Census is expected to strengthen the capacity of the relevant Ministry departments in data collection and analysis, including a useful trend analysis, over the G2S Initiative programming period. UNICEF has secured funding to support a MoE/DoE-led Annual Primary School Census for the next three years. Efforts will be made towards conducting a School Census in the central and southern zone in collaboration with the Somalia Federal Government.

Other data sources that will provide credible means of verifying progress include DoE/Ministry Reports; Minutes of Departmental Meetings; Workshop Evaluation Reports; school site visits; and interviews with programme beneficiaries including teachers, Education Officials; learners and CEC members.

Routine Monitoring and Reporting

As Coordinating Agency, UNICEF will support the MoHDPS and the DoE in the routine monitoring and reporting of the implementation of the G2S in line with established donor-reporting requirements. Technical support will be provided by the Planning, Monitoring and Evaluation Section (PM&E) at the zonal and Nairobi level to ensure that high quality reporting is provided in a timely fashion. Implementation Progress Reports (both narrative and financial) will be provided on a half-yearly and annual basis to donors.

Programme Reviews

The G2S Initiative Steering Committee (see Programme Management) will initially meet bi-weekly for planning purposes and thereafter on a monthly basis during the first year to review progress reports and ensure alignment with the original purpose and objectives.

In collaboration with the ESC partners, the MoHDPS will, with support from UNICEF, conduct annual Joint Sector Reviews of the Education

Sector which will also include a review of the G2S Initiative.

Evaluation

The final Evaluation of the G2S Initiative will take place one month before the end of the programme in 2016. The evaluation will be conducted by an independent external consultant who will provide an objective assessment of the initiative which will inform the final Joint Review of the initiative and final report to donors.

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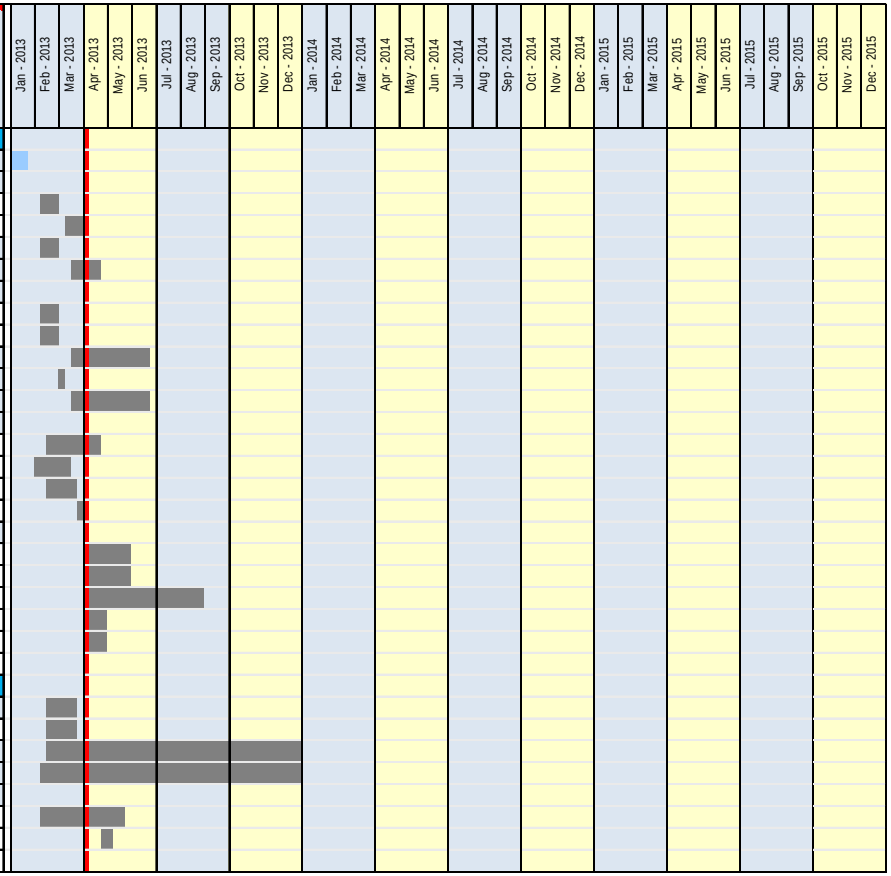
ANNEX 1: Implementation Plan

OUTCOME 1: Equitable access to quality formal basic education expanded to all school-aged boys and girls
OUTCOME 2: Marginalised, out-of-school children realise their rights to education through innovative and diverse delivery of basic education
OUTCOME 3: Unemployed and vulnerable youth are empowered through access to alternative education programmes and gainful employment
OUTCOME 4: National and local education authorities and school management strengthened in leadership skills and commitment to the provision of quality

Today's Date: 04/04/2013

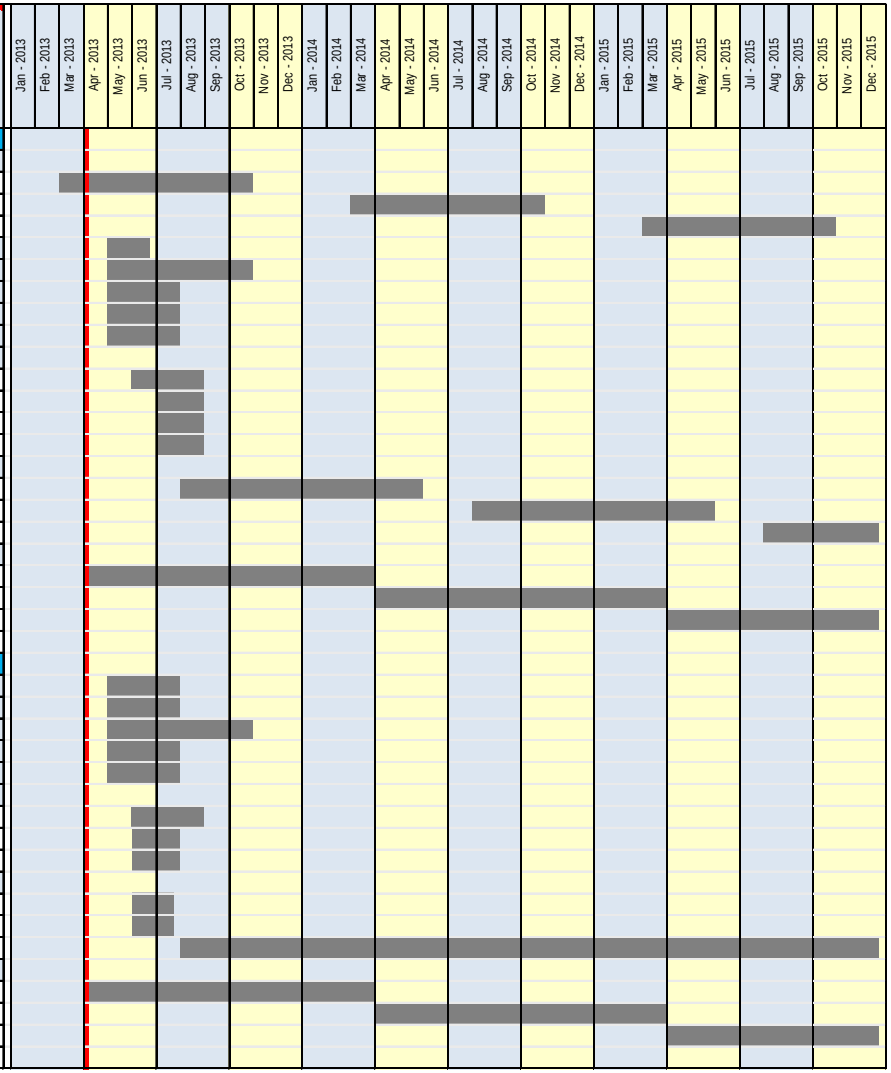
Start Date: 01/01/2013

	ACTIVITES	Task Lead	Start	End	Duration (Days)	% Complete	Days Complete
1	Preparatory Planning						
1.1	Develop 0.1 Draft G2S Joint Strategy Document	MoE; UNICEF	01/01/13	15/01/13	15	100%	15
1.2	Conduct Mapping Exercises						
1.2.1	Donor Mapping		10/02/13	28/02/13	18	0%	0
1.2.2	Beneficiaries Mapping		11/03/13	01/04/13	50	0%	0
1.3	Develop Implementation Plan		10/02/13	28/02/13	18	0%	0
1.4	Deployment of MoE Staff		15/03/13	15/04/13	30	0%	0
1.5	Establish G2S Coordination Teams						
1.5.1	G2S Unit in MoE		10/02/13	28/02/13	18	0%	0
1.5.2	Management Teams (3 zones)		10/02/13	28/02/13	18	0%	0
1.6	Recruit and deploy embedded Technical Assistance (Disapora) in MoEs		15/03/13	15/06/13	90	0%	0
1.7	Develop and sign Letter of Agreement between MOE and UNICEF		01/03/13	07/03/13	7	0%	0
1.8	Develop and sign Partnership Agreements with local Implementing Partners		15/03/13	15/06/13	90	0%	0
1.9	Support Launches of G2S Initiative						
1.9.1	Preparatory Planning and Follow-up		15/02/13	15/04/13	60	0%	0
1.9.2	Launch G2S Initative - SFR (Mogadishu)		07/02/13	10/03/13	3	0%	0
1.9.3	Launch G2S Initative - NW Somalia (Hargeisa) - Tentative Dates		17/02/13	20/03/13	3	0%	0
1.9.4	Launch G2S Iniitative - NE Somalia (Garowe) - Tentative Dates		24/03/13	27/03/13	3	0%	0
1.10	Conduct Relevant Studies and Baselines*						
1.10.1	Develop Construction Plan (including site selection)		01/04/13	31/05/13	60	0%	0
1.10.2	SitAn and Needs Analysis		01/04/13	31/05/13	60	0%	0
1.10.3	ECD Feasibiilty Studies		01/04/13	31/08/13	150	0%	0
1.10.4	Quranic Cluster Model Feasibility Study		01/04/13	30/04/13	30	0%	0
1.10.5	Technology Assisted Education Pilot Scoping Study and Design		01/04/13	30/04/13	30	0%	0
2	Resource Mobilisation & Awareness Raising Campaign						
2.1	Develop Fund Raising Strategy	MoE; UNICEF	15/02/13	15/03/13	30	0%	0
2.1.1	Design and Produce Promotional Materials		15/02/13	15/03/13	30	0%	0
2.2	Conduct Fund Raising Campaign - Nairobi		15/02/13	31/12/13	180	0%	0
2.3	Conduct Fund Raising Campaign - Disapora (Europe and USA)		10/02/13	31/12/13	180	0%	0
2.4	Support UNESCO/UNICEF International Education In Somalia Conference (Mogadishu)						
2.4.1	Preparatory Planning and Reporting/Dissemination		11/02/13	15/05/13	120	0%	0
2.4.2	Somali International Education Conference		30/04/13	02/05/13	3	0%	0



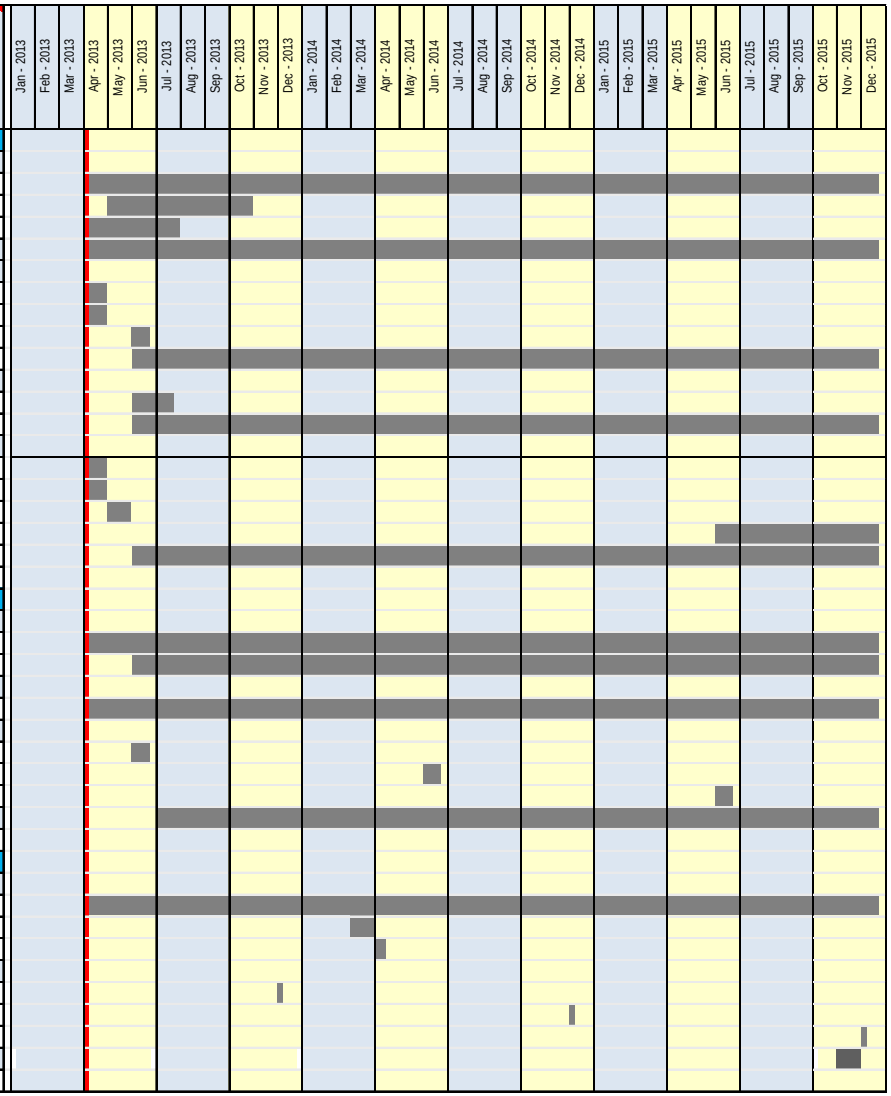
ANNEX 1 (cont'd)

	ACTIVITES	Task Lead	Start	End	Duration (Days)	% Complete	Days Complete
3	OUTCOME 1						
3.1	Conduct Social Mobilisation Campaign						
3.1.1	Year 1 -National, Regional and Community Levels		01/03/13	31/10/13	240	0%	0
3.1.2	Year 2 -National, Regional and Community Levels		01/03/14	31/10/14	240	0%	0
3.1.3	Year 3 -National, Regional and Community Levels		01/03/15	31/10/15	240	0%	0
3.2	Construct Temporary Primary Schools (including WASH)		01/05/13	15/06/13	45	0%	0
3.3	Construct Permanent Primary Schools (inlcuding WASH)		01/05/13	31/10/13	180	0%	0
3.4	Rehabilitate Primary Schools (including WASH)		01/05/13	31/07/13	90	0%	0
3.5	Procure and deliver school furniture	MoE;	01/05/13	31/07/13	90	0%	0
3.6	Supply and deliver Teaching/Learning materials	UNICEF;	01/05/13	30/07/13	90	0%	0
3.7	Conduct Teacher Training Programmes	IPs					
3.7.1	Intensive Pre-Service (Child-Centred Methodologies)		01/06/13	31/08/13	90	0%	0
3.7.2	In-Service (Multi-Grade Teaching)		01/07/13	31/08/13	60	0%	0
3.7.3	In-Service (School Readiness/Early Grades Teaching)		01/07/13	31/08/13	60	0%	0
3.7.4	Intensive Pre-Service Early Childhood Development Teaching		01/07/13	31/08/13	90	0%	0
3.8	Establish Transition Scholarships (Grade 8 - Form 1)						
3.8.1	Year 1 - Scholarships		01/08/13	31/05/14	300	0%	0
3.8.2	Year 2 - Scholarships		01/08/14	31/05/15	300	0%	0
3.8.3	Year 3 - Scholarships**		01/08/15	31/12/15	150	0%	0
3.9	Provide Incentive Payments for Selected Additional Teachers						
3.9.1	Year 1 - Payment of Teacher Incentives	MoE;	01/04/13	31/03/14	360	0%	0
3.9.2	Year 2 - Payment of Teacher Incentives	UNICEF;	01/04/14	31/03/15	360	0%	0
3.9.3	Year 3 - Payment of Teacher Incentives	IPs	01/04/15	31/12/15	96	0%	0
4	OUTCOME 2						
4.1	Construct additional temporary ABE Schools (inlcuding WASH)		01/05/13	31/07/13	90	0%	0
4.2	Construct/Rehabilitate Quranic Cluster Classrooms (inlcuding WASH)		01/05/13	31/07/13	90	0%	0
4.3	Construct Boarding Schools (Selected pastoralist areas)		01/05/13	31/10/13	180	0%	0
4.4	Procure and deliver school furniture		01/05/13	31/07/13	90	0%	0
4.5	Supply and deliver Teaching/Learning materials		01/05/13	31/07/13	90	0%	0
4.6	Conduct Teacher Training Programmes						
4.6.1	Intensive Pre-Service (ABE Programmes)		01/06/13	31/08/13	90	0%	0
4.6.2	Intensive Pre-Service (Quranic Cluster and Multi-Grade Teaching)	MoE;	01/06/13	31/07/13	60	0%	0
4.6.3	In-service (Interactive Audio Instruction)	UNICEF;	01/06/13	31/07/13	60	0%	0
4.7	Design and implement Technology Aided Education Programme	IPs					
4.7.1	Equipment procured and delivered		01/06/13	15/07/13	45	0%	0
4.7.2	In-service training for teachers on use of education technology in the classroom		01/06/13	15/07/13	45	0%	0
4.7.3	Pilot programme in selected marginalised communities		01/08/13	31/12/15	45	0%	0
4.8	Provide Teacher Incentive Payments (ABE, Boarding Schools, Quranic Cluster and Technology Pilot)						
4.8.1	Year 1 - Payment of Teacher Incentives		01/04/13	31/03/14	360	0%	0
4.8.2	Year 2 - Payment of Teacher Incentives		01/04/14	31/03/15	360	0%	0
4.8.3	Year 3 - Payment of Teacher Incentives		01/04/15	31/12/15	96	0%	0



ANNEX 1 (cont'd)

	ACTIVITES	Task Lead	Start	End	Duration (Days)	% Complete	Days Complete
5	OUTCOME 3						
5.1	Support Life-Skills Based Education (LSBE)						
5.1.1	Revive and support LSBE Programmes in NW and NE Somalia		01/04/13	31/12/15	960	0%	0
5.1.2	Construct LSBE Centres in Central and Southern Somalia		01/05/13	31/10/13	180	0%	0
5.1.3	Supply and deliver Teaching/Learning materials		01/04/13	31/07/13	90	0%	0
5.2	Support expanded access to Youth Education Programme (YEP)		01/04/13	31/12/15	960	0%	0
5.3	Establish Youth to Youth Literacy Programmes in marginalised communities						
5.3.1	Design Functional Literacy Programme for Youth (including Interative Audio Materials)		01/04/13	30/04/13	30	0%	0
5.3.2	Identify Youth Networks and CBOs for programme delivery		01/04/13	30/04/13	30	0%	0
5.3.3	Train Literacy Facilitators		01/06/13	20/06/13	20	0%	0
5.3.4	Provide Incentives for Literacy Facilitators	MoE; UNICEF; IPs	01/06/13	31/12/15	900	0%	0
5.4	Support expansion of Non-Formal Education (NFE) Centres						
5.4.1	Train additional NFE Teachers		01/06/13	15/07/13	45	0%	0
5.4.2	Provide Incentives for additonal NFE Teachers		01/06/13	31/12/15	900	0%	0
5.5	Support Youth Internship Programme (YIP)						
5.5.1	Design YIP		01/04/13	30/04/13	30	0%	0
5.5.2	Identify and recruit Secondary School Garaduates		01/04/13	30/04/13	30	0%	0
5.5.3	Provide Training in Basic Mentoring		01/05/13	31/05/13	30	0%	0
5.5.4	Provide Incentives for Youth Interns		01/06/15	31/12/15	900	0%	0
5.5.5	Role-out programme at regional level		01/06/13	31/12/15	900	0%	0
6	OUTCOME 4						0
6.1	Strengthen MoE Leadership of G2S						
6.1.1	Provide Incentives for key MoE staff		01/04/13	31/12/15	960	0%	0
6.1.2	Support embedded Technical Assistance (Disapora)		01/06/13	31/12/15	900	0%	0
6.2	Improve Education Sector Coordination						
6.2.1	Support ESC/Cluster Coordination Meetings and Activities	MoE; UNICEF; IPs	01/04/13	31/12/15	960	0%	0
6.3	Strenghten School Management Capacity of Community Education Committee and REOs						
6.3.1	Year 1 - Training of Selected Current CECs		01/06/13	20/06/13	20	0%	0
6.3.2	Year 2 - Training of New CECs		01/06/14	20/06/14	20	0%	0
6.3.3	Year 3 - Training of New CECs		01/06/15	20/06/15	20	0%	0
6.3.4	Provide School Management Grants to schools in selected marginalised districts		01/07/13	31/12/15	900	0%	0
7	MONITORING AND EVALUATION						
7.1	Joint Monitoring of G2S Programmes						
7.1.1	Conduct regular Joint Monitoring and Reporting		01/04/13	31/12/15	960	0%	0
7.1.2	Conduct Mid-Term Evaluation of G2S Initiative		01/03/14	31/03/14	30	0%	0
7.1.3	Facilitate Mid-Term Review of G2S Initiative		07/04/14	10/04/14	3	0%	0
7.2	Conduct Annual Reviews and Reporting	MoE; UNICEF; IPs					
7.2.1	Year 1- G2S Annual Review and Report		01/12/13	03/12/13	3	0%	0
7.2.2	Year 2- G2S Annual Review and Report		01/12/14	03/12/14	3	0%	0
7.2.3	Year 3 - Final Review and Report		01/12/15	03/12/15	3	0%	0
7.3	Conduct Final Impact Evaluations		01/11/15	30/11/15	30	0%	0



ANNEX 2: Consolidated Results Framework G2S Initiative (2013-2016)

RESULTS FRAMEWORK: SOMALIA FEDERAL REPUBLIC G2S INITIATIVE 2013-2015
Millennium Development Goals / Millennium Declaration Commitments: MDG 2 (Achieve Universal Education) and MDG 3 (Promote Gender equality and empower women) MDG 7-8 indirectly; CRC Article(SFR) 2,6,28,29,31
National Development Priorities: RDP, National Development Plans (NWZ, NEZ), Six Pillar Priorities (SFR)
Education Sector Strategic Plans 2012-2016: CSZ, NWZ & NEZ

Note: The G2S Strategy Document is a dynamic working document so current baseline data presented in the Results Framework will be updated when the strategies are implemented.

Key: (SFR) = Somalia Federal Republic; (CZS) = Central and Southern Zone;(NWZ) = North West Zone; (NEZ) = North East Zone; (T) = Total; (M) = Male; (F) = Female

Impact Level Goal: 1,000,000 additional children and youth have access to equitable quality education in Somalia.	**Indicator: GER** **Baseline: (SFR):** 42% (T), 48% (M), 37% (F); **(CSZ):** 42% (T) 47% (M), 36%(F); (**NWZ**) :44% (T) 50% (M), 38% (F); **(NEZ):** 41% (T), 46% (M), 37% (F) **Target: (SFR):** 73% (T), 80% (M), 66% (F); **(CSZ):** 73% (T) 80% (M), 66%(F); **(NWZ)**:74% (T) 81% (M), 67% (F); **(NEZ):** 68**%** (T),74% (M), 62% (F)

Outcome 1						
Equitable access to formal quality basic education for boys and girls in Somalia						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Location**	**Implementing Partners**
1.1 Number of additional children (45% girls) enrolled in formal schools with access to quality basic education increased within one year.	1.1.1 Number of additional children enrolled, disaggregated by sex	SL and PL Primary School Census Statistics Yearbook 2011/2012; **(SFR): 732,705** **(CSZ): 426,244** **(NWZ): 212,398** **(NEZ): 94,063**	**(SFR): 136,000 (45% F) Additional** **(CSZ): 60,000 (45% F)** **(NWZ): 46,000 (45% F)** **(NEZ): 30,000 (45% F)**	EMIS (annually from 2012) ; 6 month monitoring reports; Post input assessments and evaluations	National	MoEs and local implementing partners
	1.1.2 Gross Intake Rate in the first grade of Primary	SL and PL Primary School Census Statistics Yearbook 2011/2012: **(CSZ): N/A** **(NWZ): 41,483** **(NEZ): 39,708**	Primary School Census 2013/2014; 2015/2016 **(CSZ): 20% increase** **(NWZ): 96% increase** **(NEZ): 20% increase (9,927)**			
	1.1.3 Number of active CECs advocating for increased enrolment	UNICEF Annual Report 2012: **(SFR): 3320** **(CSZ): 1862**	Primary School Census 2013/2014; 2015/2016 **(SFR): 4,599** **(CSZ): 2,762**		Targeted districts	REOs; DEOs: CECs

Outcome 1						
Equitable access to formal quality basic education for boys and girls in Somalia						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Location**	**Implementing Partners**
		(NWZ): 768 **(NEZ): 437**	**(NWZ): 1000** **(NEZ): 837**			
	1.1.4 Number of schools in targeted districts with functional CTC clubs involved in social mobilisation	DFID 2010 Report: **(SFR): 300** **(CSZ): 60** **(NWZ): 45** **(NEZ): 195**	**(SFR): 605** **(CSZ): 260** **(NWZ): 250** **(NEZ): 595**			
	1.1.5 Pupil-Teacher Ratios	School Census 2011/2012:Education Cluster: **(SFR) 33:1** **(CSZ): 40:1** **(NWZ): 31:1** **(NEZ): 25:1**	**(SFR) 30:1** **(CSZ): 31:1** **(NWZ): 31:1** **(NEZ): 28:1**		National	MoEs and local implementing partners
	1.1.6 Number of certified teachers,	School Census Statistics 2011/2012:	Primary School Census 2013/2014;2015/2016			

Outcome 1						
Equitable access to formal quality basic education for boys and girls in Somalia						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Location**	**Implementing Partners**
	disaggregated by sex	**(CSZ): N/A** **(NWZ): 48%, (13% F)** **(NEZ): 15%, (3% F)**	**(CSZ): 33% (25% F)** **(NWZ): 63%, (26% F)** **(NEZ): 30%, (10% F)**			
	1.1.7 % of formal primary school teachers on government payroll	SL: MoEHE Data 2012; PL: Teacher Simulation Model Report 2012: **(CSZ): N/A** **(NWZ): 50%** **(NEZ): 18%**	**(CSZ): 30%** **(NWZ): 70%** **(NEZ): 50%**	MoE HR Reports; MoF Reports		
	1.1.8 Number of additional functioning formal primary schools	SL and PL Primary School Census 2011/2012; Education Cluster Reports: **(SFR): 3,196** **(CSZ): 1862** **(NWZ): 896** **(NEZ): 439**	Primary School Census 2013/2014;2015/2016 **(SFR): 190 (additional)** **(CSZ): 100 (additional)** **(NWZ): 25 (additional)** **(NEZ): 65 (additional)**		Targeted Districts	

Outcome 1						
Equitable access to formal quality basic education for boys and girls in Somalia						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Location**	**Implementing Partners**
	1.1.9 Number of lower primary school teachers trained in School Readiness	**(SFR): 0** **(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(SFR): 1,400** **(CSZ): 500** **(NWZ): 300** **(NEZ): 75**		Targeted Districts	
	1.1.10 Number of teachers trained in management of Multi-Grade classrooms	**(SFR): 0** **(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(SFR): 932** **(CSZ): 600** **(NWZ): 300** **(NEZ): 32**			
1.2 Number of pre-primary children (5 year olds) enrolled and benefiting from quality early childhood development programmes increased	1.2.1 Number of pre-primary 5 year old children enrolled in ECD Units attached to primary schools, disaggregated by sex	Baseline to be established early 2013. **(SFR): 0** **(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(SFR): 12,000 (45% F)** **(CSZ): 1,000 (45% F)** **(NWZ): 6,000 (45% F)** **(NEZ): 5,000 (45% F)**	EMIS (annually from 2012) ; 6 month monitoring reports; Post input assessments and evaluations	Targeted Districts	MoEs and local implementing partners
	1.2.2 Number of 5 year olds from vulnerable households enrolled	Baseline to be established early 2013. **(SFR): 0**	Implementing Partner Reports: **(SFR): 17,000 (45% F)**		Targeted districts	

Outcome 1						
Equitable access to formal quality basic education for boys and girls in Somalia						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Location**	**Implementing Partners**
	in private ECD centres, disaggregated by sex	**(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(CSZ): 600** **(NWZ): 6,000 (45% F)** **(NEZ): 5,000 (45% F)**			
1.3 Number of children in post-primary basic education increased	1.3.1 Number of additional enrolments in Form 1, disaggregated by sex	AET Report 2012: **(SFR): 20,734** **(CSZ): 4,966** **(NWZ): 11,607** **(NEZ): 4,131**	AET Report 2014 **(SFR): 2,500 (45% F) Additional** **(CSZ): 0** **(NWZ): 1,000 (45%F)** **(NEZ): 1,500 (45% F)**	EMIS (annually from 2012) ; 6 month monitoring reports; Post input assessments	Targeted districts	MoEs and local implementing partners

Outcome 2						
Marginalised, out-of-school children realise their rights to education through innovative and diverse delivery of basic education						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Location**	**Implementing Partners**
2.1 Marginalised, out- of- school children, including girls, have improved access to alternative basic primary education opportunities	2.1.1 Number of additional marginalised children enrolled in ABE schools, disaggregated by sex	UNICEF Annual Report 2012: **(SFR): N/A** **(CSZ): 166,358** **(NWZ): N/A** **(NEZ): 6,650**	Local Partner Reports (2014; 2016); Primary School Census **(SFR): 126,000 (45% F) Additional** **(CSZ): 65,000 (45% F)** **(NWZ): 36,000 (45% F)** **(NEZ): 24,000 (45%F)**	EMIS (annually from 2012) ; 6 month monitoring reports; Post input assessments and evaluations	Targeted districts	MoEs and local implementing partners
	2.1.2 Number of additional pastoralist children, enrolled in alternative basic education, disaggregated by sex	Save the Children Progress Reports (2012); Local Partner Reports (2011): **(SFR): 4,957** **(CSZ): 2,035 (2011 data)** **(NWZ): 2,091 (2012 data)** **(NEZ): 1,831 (2012 data)**	Local Partner Reports (2014; 2016); Primary School Census **(SFR): 25,000 (50% F) Additional** **(CSZ):0** **(NWZ): 1,000 (50% F)** **(NEZ): 24,000 (45% F)**			

Outcome 2						
Marginalised, out-of-school children realise their rights to education through innovative and diverse delivery of basic education						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Location**	**Implementing Partners**
	2.1.3 Number of children attending Quranic Schools and enrolled in Quranic Cluster schools, disaggregated by sex	Baseline to be determined in 2013. **(SFR):** **(CSZ):** **(NWZ):** **(NEZ):**	Local Partner Reports **(SFR): 15,000** **(CSZ): 10,000** **(NWZ): 0** **(NEZ): 5,000**			
	2.1.4 Number of children benefiting from technology assisted education programmes in targeted districts, disaggregated by sex	Baseline to be determined in 2013. **(SFR): 0** **(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(SFR): 15,405** **(CSZ): 6,000** **(NWZ): 4,050** **(NEZ): 5,400**			

Outcome 3						
Unemployed and vulnerable youth are empowered through access to alternative education programmes and gainful employment						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Geographical Focus**	**Implementing Partners**
3.1 Increased number of youth and adolescents enrolled in diverse education/empowerment programmes with a life-skills and/or a skills based focus	3.1.1 Number of additional youth and adolescents accessing Youth Education Programmes, disaggregated by sex	Baselines to be determined in 2013. **(SFR):** **(CSZ):** **(NWZ):** **(NEZ):**	Local Partner Reports **(SFR): 24,500, (45% F)** **(CSZ): 10,200, (45% F)** **(NWZ): 10,200 (45% F)** **(NEZ): 4,100, (45% F)**	EMIS (annually from 2012) ; 6 month monitoring reports; Post input assessments and evaluations	National	MoEs and local implementing partners
	3.1.2 Number of additional adolescents and youth (14-18 years) enrolled in Non-Formal Education (NFE) centres, disaggregated by sex	**(SFR): N/A** **(CSZ): N/A** **(NWZ): N/A** **(NEZ): 10,000, (MoE data 2012)**	**(SFR): 149,200 Additional** **(CSZ): 144,200 (50% F)** **(NWZ): 0** **(NEZ): 5,000 (80%F)**		Targeted districts	
3.2 Increased literacy rates among youth, especially females	3.2.1 Number of youth (15- years old and above) who are literate,	Baseline to be determined in 2013: **(SFR):**	**(SFR): 225,950**	6 month monitoring reports; Post input	National	

Outcome 3						
Unemployed and vulnerable youth are empowered through access to alternative education programmes and gainful employment						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Geographical Focus**	**Implementing Partners**
	disaggregated by sex	**(CSZ):** **(NWZ):** **(NEZ):**	**Additional** **(CSZ): 150,000 (60% F)** **(NWZ): 135,950 (70% F)** **(NEZ): 40,000 (70% F)**	assessments and evaluations		
3.3 Increased number of youth with access to gainful employment	3.3.1 Number of secondary school graduates accessing Youth Internship programmes, disaggregated by sex	**(SFR): 0** **(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(SFR): 7,000 (50% F)** **(CSZ): 3,000 (50% F)** **(NWZ): 3,000, (50% F)** **(NEZ): 1,000 (45% F)**	6 month monitoring reports; Post input Assessments and evaluations	Targeted districts	

Outcome 4						
Education authorities and school management strengthened in leadership skills and commitment to the provision of quality education for all						
Outputs	**Indicators**	**Baseline**	**Target**	**MOV**	**Geographical Focus**	**Implementing Partners**
4.1 MoEs demonstrate effective leadership and commitment to the planning, implementation and monitoring of the G2S Initiative	4.1.1 Number MoE staff actively involved in PM&E of G2S interventions	**(CSZ):** 0 **(NWZ):** 0 **(NEZ):** 0	**(CSZ):** 20 **(NWZ):** 2 **(NEZ):** 3	G2S Quarterly Reports	National	MoEs;
4.2 G2S Initiative is promoted by the ESCs through improved synergies and complementary programming	4.2.1 % of ESC members involved in monitoring and reporting on G2S interventions	**(CSZ):** 0 **(NWZ):** 0 **(NEZ): 0**	**(CSZ): 85%** **(NWZ): 80%** **(NEZ): 80%**	ESC Minutes and MoE review	National	Education Sector Committees
4.3 Trained CEC members involved in developing implementing School Management Plans	4.4.1 Number of School Management Plans successfully implemented with Mini-Grants	**(SFR): 0** **(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(SFR): 95** **(CSZ): 50** **(NWZ): 25** **(NEZ): 20**	CEC Minutes	Targeted Districts	CECs; DEOs; REOs
4.4 REOs and DEOs motivated to engage in the planning and monitoring of the G2S Initiative	4.4.2 Number of REO/DEOs monitoring G2S implementation at school level	**(CSZ): 0** **(NWZ): 0** **(NEZ): 0**	**(CSZ): 33** **(NWZ): 0** **(NEZ): 40**	Regional and District Reports; CEC Reports	Targeted Districts	DEOs; REOs

ANNEX 3: Social Mobilisation Campaign

The Go-2-School Campaign Strategy

Background

An annual G2S Campaign will be planned and coordinated by the MoHDPS/DoE in the central and southern zone and by the two MoEs in the two northern zones. In all three zones, the Education Sector Committees (ESCs) will support the process of institutionalising an annual campaign to increase equitable enrolment and reduce drop-out rates. These campaigns will focus on communities in the poorest and most marginalised areas, including the vulnerable urban poor and those in hard-to-reach pastoralist communities.

In partnership with the education authorities and local communities, UNICEF will coordinate sector support to Somalia's efforts to meet its Education for All (EFA) objectives to provide quality basic education to all Somali children thereby contributing to the country's efforts to build resilience and improve human and social development. The campaign will focus on increasing student enrolment, especially girls, but most importantly ensuring that children remain in school. The campaign will have four major sub-objectives including:

- Donor mobilisation and engagement;
- Mobilisation of the political leadership;
- Creation of public enthusiasm at community, district and national levels; and
- Alliance-building in support of the education agenda

Strategic Approach

The G2S campaign will utilise a variety of communication channels in order to capture the interest of all stakeholders across the country including parents, community leaders, religious elders, government administrators, and donors.

1. Donor mobilisation and engagement

Increasing enrolment and retention through the G2S Initiative is to a large degree dependent on an effective strategy for the mobilisation of new and additional donor funds. A resource mobilisation strategy will facilitate the mobilisation of adequate funds for the implementation of the education sector needs and requirements. In this sense, to increase funding opportunities the following will need to be considered.

a) Raise funds through sustained outreach to new and traditional donors to meet the education funding requirements for programmes aimed at increasing enrolment and retention for all Somali children.

b) Establish a 'brand identity' for the G2S strategy with key messages. In the same way that donors have engaged with 'Unite for Children' branded campaigns, a brand identity for the campaign can immediately connect donors with an established goal and complement their image in the process. It will be important to provide donor visibility/signage and branded supplies and hardware where appropriate.

c) Produce high-impact print, video and electronic materials to raise visibility of the G2S campaign. This should build on success stories and/or creative ways of providing education to the children of Somalia. A series of press briefings should be held and press releases developed together with media interviews

and airing feature stories. Where possible a series of press conferences in major media hubs including Johannesburg, Nairobi, Cairo, Geneva and New York should be supported.

d) A calendar for increased donor involvement should be developed. The calendar should outline opportunities for face-to-face contact. It should kick off with a high-impact, high-profile G2S fundraising launch event at which education information and advocacy materials are displayed and disseminated. The development of a calendar will list opportunities for donor interaction and events. These may include but not be limited to :

- International Day of the African Child (June 16th)
- International Literacy Day (September 8th)
- New school Year in Somalia (September/October)
- International World Teachers' Day (October 5th)
- Universal Children's Day (November 20th)

2. Mobilisation of the political leadership

Ultimately, the development, improvement, and expansion of the education sector rests with partner governments. Governments will also have a key role in raising awareness, especially with donor organisations, of the importance of channelling development and emergency funds to build an effective education sector in Somalia.

High-level advocacy with the Presidents and members of Parliament in the Somalia Federal Republic, Puntland and Somaliland is needed to create awareness of the importance of increasing the share of the national budget for educational support and development. UNICEF will take a strong advocacy role; senior staff will engage in meetings in-country and at relevant regional meetings in Nairobi. Further to this, UNICEF field staff will coordinate with other consortium leaders to advocate for education authorities to publish budget information at the community level. This will serve to increase local level knowledge about the monies, which are supposed to flow to district/sub-district levels.

3. Creation of public enthusiasm at community, district, and national levels

The creation of public enthusiasm at the community, district, and national levels will be done bearing in mind the diverse contexts in which education is delivered across Somalia. That is, the availability of teachers, materials and safe learning environments. Creating enthusiasm for enrolment will be one thing. The other is enhancing parental/community resilience and determination to ensure that children remain in school for the duration of a child's basic education. Messages to the community will be adjusted to the local circumstances. In the CSZ, for example, a special emphasis may be put on returning to school after displaced populations begin to return to their home locations. Creating enthusiasm for education will include five key factors:

a) Highly visible advocacy promoted by religious, political and community leaders through radio and television. Public appearances and travel by the aforementioned groups to regional and district level centres will be important. Events staged at the community level in key locations around the country will include national education registration drive in line with the new school year in September/October 2013.

b) Long term, sustained, community level, face-to-face awareness raising. Key players will be teachers themselves, who will take a more active role in monitoring attendance of their students and following

up at the home if a student begins to fall behind or is beginning to miss more and more days at school, a sure sign of imminent drop out. In addition, members from civil society groups and mobilisers, speaking directly to parents and community leaders of the importance, not only of ensuring children, especially girls, go to school, but also stay in school, will also be a key issue.

c) Mobilisers, teachers, mentors, and Community Education Committee members will be sensitised to the Communication for Development (C4C) approach to raising awareness. This approach encompasses a sustained, planned, and evidence-based strategic process to promote positive and measurable individual behaviour and social change. C4D utilises dialogue and consultation with children, their families, and communities. It privileges local contexts and relies on a mix of communication tools, channels, and approaches. As such, C4D is not a public relations or corporate communications tool.

d) Children will be directly involved and serve as role models for other children, sharing their experiences with their peers and building a partnership programme amongst all children in the community. Through the Youth Groups and Child-to-Child clubs, children will be supported by their peers to stay in school. In addition, children and youth groups will give all children the opportunity to have their voice heard by community members and district, regional and central level administrators responsible for the provision and support of educational facilities.

e) Mobilisers, civil society groups such as CECs and communities will also be supported to present a united voice to their leaders, which will raise awareness of the role that government authorities and administrations play as a service provider for the people in the NWZ and NEZ and to an increasing degree in the CSZ. This will help to build the foundations of more accountable and transparent government systems.

4. Alliance-building in support of the education agenda

Alliances with key opinion leaders, religious leaders, development partners, the donor community, the private sector and the media will be critical to the success of the G2S advocacy initiative. Partnerships will be developed to promote the rights of children to go to school and mobilise financial resources to support the interventions required to make 'Education for All' possible. UNICEF goodwill ambassadors and celebrities from within the country and the Somali Diaspora will be enlisted to give voice to the issues affecting children's education and how it relates to the development of their country. This will be done to raise the profile of Somalia on the world stage.

5. Roles and responsibilities

In order for the G2S campaign to be successful, while feeding into the overarching G2S Initiative (2013-2016), roles and responsibilities will need to be defined at each stage. The MoEs will need to take the lead and demonstrate their commitment visibly to Somalis and the donor community. UNICEF will support the process as it has done elsewhere in a number of successful "Go-To-School" campaigns. This will entail providing strong coordination among education partners and donors while building strategic alliances for effective advocacy. Donors will be called to respond with adequate financial support and willingness to promote sector harmonisation through working synergistically to achieve the ambitious G2S Initiative targets. Ultimately, the G2S campaign will enhance the credibility of the governments as providers of quality education both locally and globally.

ANNEX 4: G2S Budget Summary & Per Capita Cost Per Year

G2S INITIATIVE SUMMARY 3YR BUDGET			
ZONE	SFR	NWZ	NEZ
TARGET BENEFICIARIES	450,000	250,000	150,000
G2S ZONAL TOTALS	62,610,305.74	32,031,747.85	22,993,452.84
PERCENTAGE	53.2%	27.2%	19.5%
TOTAL USD	117,635,506.43		

EDUCATION PER CAPITA COST PER YEAR (USD)			
ZONE	SFR	NWZ	NEZ
ZONAL COST	46.38	42.71	51.10
AVERAGE COST	46.13		

ANNEX 5: Consolidated G2S Initiative (2013-2016) Indicative Budget

G2S CONSOLIDATED 3Y BUDGET			SFR				NWZ				NEZ				ALL ZONES
	PROGRAMME OUTCOME AREAS & STRATEGIES	UNIT	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	TOTAL COST USD
A	**OUTCOME 1 AREA: FORMAL BASIC EDUCATION**														
1	**Social Mobilisation Campaigns**														
1.1	Year 1 - Regional	Lumpsum	11	10,000.00	2	220,000.00	6	10,000.00	2	120,000.00	7	10,000.00	2	140,000.00	480,000.00
1.2	Year 2 - Regional	Lumpsum	11	10,000.00	1	110,000.00	6	10,000.00	1	60,000.00	7	10,000.00	1	70,000.00	240,000.00
1.3	Year 3 - Regional	Lumpsum	11	10,000.00	1	110,000.00	6	10,000.00	1	60,000.00	7	10,000.00	1	70,000.00	240,000.00
	Sub-Total: Social Mobilisation Campaigns					**440,000.00**				**240,000.00**				**280,000.00**	**960,000.00**
2	**Classroom Construction - Primary Schools**														
2.1	**Primary Schools**														
2.1.1	Temporary	Classroom	200	2,500.00	1	500,000.00	50	2,500.00	1	125,000.00	40	2,500.00	1	100,000.00	725,000.00
2.1.2	Permanent	Classroom	100	10,000.00	1	1,000,000.00	30	10,000.00	1	300,000.00	25	10,000.00	1	250,000.00	1,550,000.00
2.1.3	Rehabilitated	Classroom	100	7,500.00	1	750,000.00	20	7,500.00	1	150,000.00	0	7,500.00	0	0.00	900,000.00
	Sub-Total: Primary School Classrooms					**2,250,000.00**				**575,000.00**				**350,000.00**	**3,175,000.00**
2.2	**ECD Units**														
2.2.1	Temporary	Classroom	33	2,500.00	1	82,500.00	100	2,500.00	1	250,000.00	75	2,500.00	1	187,500.00	520,000.00
	Sub-Total: ECD Units					**82,500.00**				**250,000.00**				**187,500.00**	**520,000.00**
	Sub-Total: Construction Outcome 1					**2,332,500.00**				**825,000.00**				**537,500.00**	**3,695,000.00**
3	**Water, Sanitation and Hygiene (per Primary School)**														
3.1	Sanitation Facilities	Latrine Compartment	100	1,800.00	5	900,000.00	25	1,800.00	5	225,000.00	10	1,800.00	5	90,000.00	1,215,000.00
3.2	Potable Water Supplies	Water System	25	25,000.00	1	625,000.00	12	25,000.00	1	300,000.00	5	25,000.00	1	125,000.00	1,050,000.00
3.3	Hygiene Promotion Programmes	Programme	100	4,000.00	1	400,000.00	25	4,000.00	1	100,000.00	65	4,000.00	1	260,000.00	760,000.00
	Sub-Total: WASH Outcome 1					**1,925,000.00**				**625,000.00**				**475,000.00**	**3,025,000.00**
4	**School Furniture**														
4.1	**Primary Schools**														
4.1.1	Classroom Furniture	Furniture Set	400	2,900.00	1	1,160,000.00	100	2,900.00	1	290,000.00	65	2,900.00	1	188,500.00	1,638,500.00
4.1.2	School Office Furniture	Furniture Set	100	775.00	1	77,500.00	25	775.00	1	19,375.00	16	775.00	1	12,400.00	109,275.00
	Sub-Total: Primary School Furniture					**1,237,500.00**				**309,375.00**				**200,900.00**	**1,747,775.00**
4.2	**ECD Furniture**														
4.1	Classroom Furniture	Furniture Set	33	1,500.00	1	49,500.00	100	1,500.00	1	150,000.00	75	1,500.00	1	112,500.00	312,000.00
	Sub-Total: ECD Furniture					**49,500.00**				**150,000.00**				**112,500.00**	**312,000.00**
	Sub-Total: Furniture Outcome 1					**1,287,000.00**				**459,375.00**				**313,400.00**	**2,059,775.00**
5	**Teacher Training**														
5.1	Intensive Child-Centre Teacher Training	Person	400	500.00	1	200,000.00	100	500.00	1	50,000.00	65	500.00	1	32,500.00	282,500.00
5.2	Multi-Grade Teacher Training	Person	600	500.00	1	300,000.00	300	500.00	1	150,000.00	32	400.00	1	12,800.00	462,800.00
5.3	School Readiness Teacher Training	Person	500	500.00	1	250,000.00	300	500.00	1	150,000.00	75	400.00	1	30,000.00	430,000.00
5.4	EDC Teacher Training	Person	66	500.00	1	33,000.00	200	500.00	1	100,000.00	150	500.00	1	75,000.00	208,000.00
	Sub-Total: Teacher Training Outcome 1					**783,000.00**				**450,000.00**				**150,300.00**	**1,383,300.00**
6	**Teacher Salaries**														
6.1	Formal Primary Teachers (Additional)	Person	400	100.00	36	1,440,000.00	100	100.00	36	360,000.00	65	60.00	36	140,400.00	1,940,400.00
6.2	Formal Primary Teachers	Person	1,100	100.00	36	3,960,000.00	922	100.00	36	3,319,200.00	601	60.00	36	1,298,160.00	8,577,360.00
6.2	ECD Teachers (Primary School Units)	Person	66	100.00	36	237,600.00	200	100.00	36	720,000.00	150	60.00	36	324,000.00	1,281,600.00
	Sub-Total: Teachers Salaries Outcome 1					**5,637,600.00**				**4,399,200.00**				**1,762,560.00**	**11,799,360.00**
7	**School Supplies: Primary Schools**														
7.1	School Textbooks - Grades 1-8 (including 30% transport)	Set	30,000	71.50	1	2,145,000.00	23,000	71.50	1	1,644,500.00	15,000	71.50	1	1,072,500.00	4,862,000.00
7.2	Teachers' Guides (including 30% transport)	Set	1,500	35.75	1	53,625.00	1,022	35.75	1	36,536.50	666	35.75	1	23,809.50	113,971.00
7.3	Education Management Information Systems (EMIS) Materials	Set	100	15.00	3	4,500.00	125	15.00	3	5,625.00	65	15.00	3	2,925.00	13,050.00
7.4	Stationery Sets for Learners (Grades 1-4) (procured locally)	Set	40,000	2.00	6	480,000.00	36,000	2.00	6	432,000.00	20,000	2.00	6	240,000.00	1,152,000.00
7.5	Stationery Sets for Learners (Grades 5-8) (procured locally)	Set	20,000	3.00	6	360,000.00	10,000	3.00	6	180,000.00	10,000	3.00	6	180,000.00	720,000.00
7.6	ECD Kits (procured locally)	Kit	33	150.00	3	14,850.00	100	150.00	3	45,000.00	75	150.00	3	33,750.00	93,600.00
7.7	School Chalk (procured locally)	Carton	300	6.50	1	1,950.00	250	6.50	1	1,625.00	100	6.50	1	650.00	4,225.00
7.8	Blackboard Paint (procured locally)	Carton	300	60.00	1	18,000.00	250	60.00	1	15,000.00	100	60.00	1	6,000.00	39,000.00
	Sub-Total: School Supplies Outcome 1					**3,077,925.00**				**2,360,286.50**				**1,559,634.50**	**6,997,846.00**

ANNEX 5 (cont'd)

G2S CONSOLIDATED 3Y BUDGET			SFR				NWZ				NEZ				ALL ZONES
	PROGRAMME OUTCOME AREAS & STRATEGIES	UNIT	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	TOTAL COST USD
A	**OUTCOME 1 AREA: FORMAL BASIC EDUCATION**														
8	**Transition Scholarships**														
8.1	Year 1: Scholarship	Scholarship	0	300.00	0	0.00	1,000	300.00	1	300,000.00	1,500	300.00	1	450,000.00	750,000.00
8.2	Year 2: Scholarship	Scholarship	0	672.00	0	0.00	1,000	672.00	1	672,000.00	1,500	550.00	1	825,000.00	1,497,000.00
8.3	Year 3: Scholarship	Scholarship	0	672.00	0	0.00	1,000	672.00	1	672,000.00	1,500	550.00	1	825,000.00	1,497,000.00
	Sub-Total: Transition Scholarship Outcome 1					**0.00**				**1,644,000.00**				**2,100,000.00**	**3,744,000.00**
9	**ECD Voucher Scheme**														
9.1	ECD Vouchers	Vouchers	600	25.00	12	180,000.00	6,000	25.00	12	1,800,000.00	5,000	25.00	12	1,500,000.00	3,480,000.00
	Sub-Total: ECD Vouchers					**180,000.00**				**1,800,000.00**				**1,500,000.00**	**3,480,000.00**
	SUB-TOTAL: OUTCOME 1					**15,663,025.00**				**12,802,861.50**				**8,678,394.50**	**37,144,281.00**
B	**OUTCOME 2 AREA: ALTERNATIVE BASIC EDUCATION**														
1	**Classroom Construction**														
1.1	**ABE School**														
1.1.1	Temporary	Classroom	0	2,500.00	0	0.00	40	2,500.00	1	100,000.00	50	2,500.00	1	125,000.00	225,000.00
	Sub-Total: Construction ABE					**0.00**				**100,000.00**				**125,000.00**	**225,000.00**
1.2	**Boarding Schools**														
1.2.1	Classrooms	Classroom	0	10,000.00	0	0.00	8	10,000.00	1	80,000.00	0	10,000.00	0	0.00	80,000.00
1.2.2	Living/Accommodation Space	Accommodation	0	20,000.00	0	0.00	2	20,000.00	1	40,000.00	0	20,000.00	0	0.00	40,000.00
	Sub-Total: Construction Boarding Schools					**0.00**				**120,000.00**				**0.00**	120,000.00
1.3	**Pastoralist Education Hubs**														
1.2.1	Temporary	Classroom	0	2,500.00	0	0.00	0	2,500.00	0	0.00	100	2,500.00	1	250,000.00	250,000.00
	Sub-Total: Construction Pastoralist Education Hubs					**0.00**				**0.00**				**250,000.00**	**250,000.00**
	Sub-Total: Construction Outcome 2					**0.00**				**220,000.00**				**375,000.00**	**595,000.00**
2	**Water, Sanitation and Hygiene**														
2.1	Sanitation Facilities	Latrine compartments	0	1,800.00	0	0.00	12	1,800.00	5	108,000.00	0	1,800.00	0	0.00	108,000.00
2.2	Potable Water Supplies	Water System	0	25,000.00	0	0.00	12	25,000.00	1	300,000.00	0	25,000.00	0	0.00	300,000.00
2.3	Hygiene Promotion Programmes	Programme	0	4,000.00	0	0.00	12	4,000.00	1	48,000.00	100	4,000.00	1	400,000.00	448,000.00
	Sub-Total WASH Outcome 2					**0.00**				**456,000.00**				**400,000.00**	**856,000.00**
3	**School Furniture**														
3.1	**ABE Schools**														
3.1.1	Classroom Furniture	Set	0	2,900.00	0	0.00	40	2,900.00	1	116,000.00	50	2,900.00	1	145,000.00	261,000.00
3.1.2	School Office Furniture	Set	0	775.00	0	0.00	10	775.00	1	7,750.00	0	775.00	0	0.00	7,750.00
	Sub-Total: Furniture ABE Schools					**0.00**				**123,750.00**				**145,000.00**	**268,750.00**
3.2	**Boarding Schools**														
3.2.1	Classroom Furniture	Set	0	2,900.00	0	0.00	8	2,900.00	1	23,200.00	0	2,900.00	0	0.00	23,200.00
3.2.2	School Office Furniture	Set	0	775.00	0	0.00	2	775.00	1	1,550.00	0	775.00	0	0.00	1,550.00
3.2.3	Accommodation Furniture	Set	0	5,000.00	0	0.00	2	5,000.00	1	10,000.00	0	5,000.00	0	0.00	10,000.00
	Sub-Total: Furniture Boarding Schools					**0.00**				**34,750.00**				**0.00**	**34,750.00**
3.2	**Pastoralist Education Hubs**														
3.2.1	Classroom Furniture	Set	0	1,000.00	0	0.00	0	1,000.00	0	0.00	50	1,000.00	1	50,000.00	50,000.00
	Sub-Total: Furniture Quranic Cluster Schools					**0.00**				**0.00**				**50,000.00**	**50,000.00**
	Sub-Total: Furniture Outcome 2					**0.00**				**158,500.00**				**195,000.00**	**353,500.00**
4	**Teacher Training**														
4.1	ABE Teachers (Additional)	Person	0	400.00	0	0.00	48	400.00	1	19,200.00	50	400.00	1	20,000.00	39,200.00
4.2	ABE Teachers	Person	1,625	400.00	1	650,000.00	752	400.00	1	300,800.00	550	400.00	1	220,000.00	1,170,800.00
4.3	Pastoralist Teachers	Person	0	400.00	0	0.00	0	400.00	0	0.00	300	400.00	1	120,000.00	120,000.00
4.4	Quranic Cluster Teachers	Person	400	400.00	1	160,000.00	0	400.00	0	0.00	125	400.00	1	50,000.00	210,000.00
4.5	Technology Assisted Education Teachers	Person	50	500.00	1	25,000.00	30	500.00	1	15,000.00	40	500.00	1	20,000.00	60,000.00
	Sub-Total: Teacher Training Outcome 2					**835,000.00**				**335,000.00**				**430,000.00**	**1,600,000.00**

ANNEX 5 (cont'd)

G2S CONSOLIDATED 3Y BUDGET			SFR				NWZ				NEZ				ALL ZONES
	PROGRAMME OUTCOME AREAS & STRATEGIES	UNIT	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	TOTAL COST USD
B	**OUTCOME 2 AREA: ALTERNATIVE BASIC EDUCATION**														
5	**Teacher Salaries**														
5.1	ABE Teachers (Additional)	Person	0	0.00	0	0.00	48	100.00	36	172,800.00	100	60.00	36	216,000.00	388,800.00
5.2	ABE Teachers	Person	1,625	100.00	36	5,850,000.00	752	100.00	36	2,707,200.00	500	60.00	36	1,080,000.00	9,637,200.00
5.3	Pastoralist Teachers	Person	0	100.00	0	0.00	0	0.00	0	0.00	600	60.00	36	1,296,000.00	1,296,000.00
5.4	Quranic Cluster Teachers	Person	400	100.00	36	1,440,000.00	0	0.00	0	0.00	125	60.00	36	270,000.00	1,710,000.00
5.5	Technology Assisted Education Teachers	Person	50	100.00	36	180,000.00	30	100.00	36	108,000.00	40	60.00	36	86,400.00	374,400.00
	Sub-Total: Teacher Salaries Outcome 2					**7,470,000.00**				**2,988,000.00**				**2,948,400.00**	**13,406,400.00**
6	**School Supplies: Alternative Basic Education**														
6.1	ABE Materials - Learners (including 30% transport)	Set	37,500	24.00	1	900,000.00	18,000	24.00	1	432,000.00	26,500	24.00	1	636,000.00	1,968,000.00
6.2	ABE Teachers' Guides (including 30% transport)	Set	2,025	26.52	1	53,703.00	800	26.52	1	21,216.00	1,325	26.52	1	35,139.00	110,058.00
6.3	Education Management Information Systems (EMIS) Materials	Set	1,200	15.00	3	54,000.00	48	15.00	3	2,160.00	275	15.00	3	12,375.00	68,535.00
6.4	Radio/MP3 Players(including 30% transport)	Radio	0	130.00	0	0.00	310	32.50	1	10,075.00	50	32.50	1	1,625.00	11,700.00
6.5	E-Tablets (including 30% transport)	E-Tablet	2,000	130.00	1	260,000.00	1,350	130.00	1	175,500.00	1,800	130.00	1	234,000.00	669,500.00
6.6	E-Readers (including 30% transport)	E-Reader	2,000	80.00	1	160,000.00	1,350	80.00	1	108,000.00	1,800	80.00	1	144,000.00	412,000.00
6.7	Stationery Sets for Learners (procured locally)	Set	75,000	2.00	6	900,000.00	36,000	2.00	6	432,000.00	53,000	2.00	6	636,000.00	1,968,000.00
6.8	School Chalk (procured locally)	Carton	150	6.50	1	975.00	100	6.50	1	650.00	150	6.50	1	975.00	2,600.00
6.9	Blackboard Paint (procured locally)	Carton	150	60.00	1	9,000.00	100	60.00	1	6,000.00	150	60.00	1	9,000.00	24,000.00
	Sub-Total: School Supplies Outcome 2					**2,337,678.00**				**1,187,601.00**				**1,709,114.00**	**5,234,393.00**
	SUB-TOTAL: OUTCOME 2					**10,642,678.00**				**5,345,101.00**				**6,057,514.00**	**22,045,293.00**
C	**OUTCOME 3 AREA: YOUTH EDUCATION & SKILLS DEVELOPMENT**														
1	**Construction of Youth Centres**														
1.1	Life Skills-Based Education Centres (LSBE)	Youth Centre	10	45,000.00	1	450,000.00	0	45,000.00	1	0.00	0	45,000.00	1	0.00	450,000.00
1.2	Youth Education Pack Centres (YEP)	Youth Centre	5	45,000.00	1	225,000.00	5	45,000.00	1	225,000.00	2	45,000.00	1	90,000.00	540,000.00
	Sub-Total: YC Construction Outcome 3					**675,000.00**				**225,000.00**				**90,000.00**	**990,000.00**
2	**Water, Sanitation and Hygiene (per Youth Centre)**														
2.1	Sanitation Facilities	Latrine compartments	15	1,800.00	4	108,000.00	5	1,800.00	5	45,000.00	2	1,800.00	4	14,400.00	167,400.00
2.2	Potable Water Supplies	Water System	15	25,000.00	1	375,000.00	5	25,000.00	1	125,000.00	2	25,000.00	1	50,000.00	550,000.00
2.3	Hygiene Promotion Programme	Programme	15	4,000.00	1	60,000.00	5	4,000.00	1	20,000.00	2	4,000.00	1	8,000.00	88,000.00
	Sub-Total: WASH Outcome 3					**543,000.00**				**190,000.00**				**72,400.00**	**805,400.00**
3	**Youth Centre Furniture**														
3.1	Classroom Furniture	Set	60	3,000.00	1	180,000.00	20	3,000.00	1	60,000.00	8	3,000.00	1	24,000.00	264,000.00
3.2	Office Furniture	Set	15	775.00	1	11,625.00	5	775.00	1	3,875.00	2	775.00	1	1,550.00	17,050.00
	Sub-Total: YC Furniture Outcome 3					**191,625.00**				**63,875.00**				**25,550.00**	**281,050.00**
4	**Youth Facilitator Training**														
4.1	LSBE Facilitators	Person	40	500.00	1	20,000.00	40	300.00	1	12,000.00	40	300.00	1	12,000.00	44,000.00
4.2	YEP Facilitators (Additional)	Person	20	500.00	1	10,000.00	20	300.00	1	6,000.00	8	300.00	1	2,400.00	18,400.00
4.3	TVET Facilitators	Person	100	500.00	1	50,000.00	150	300.00	1	45,000.00	0	300.00	0	0.00	95,000.00
4.4	Non-Formal Education Facilitators	Person	1,600	500.00	1	800,000.00	0	300.00	0	0.00	63	300.00	1	18,900.00	818,900.00
4.5	Youth to Youth Literacy Facilitators	Person	1,500	500.00	1	750,000.00	1,400	300.00	1	420,000.00	400	300.00	1	120,000.00	1,290,000.00
4.6	Youth Internship Mentors	Person	100	300.00	1	30,000.00	50	300.00	1	15,000.00	10	300.00	1	3,000.00	48,000.00
	Sub-Total: Facilitator Training Outcome 3					**1,660,000.00**				**498,000.00**				**156,300.00**	**2,314,300.00**
5	**Youth Facilitators Salaries & Incentives**														
5.1	LSBE Facilitators	Person	40	100.00	36	144,000.00	80	100.00	36	288,000.00	80	80.00	36	230,400.00	662,400.00
5.2	YEP Facilitators (Additional)	Person	20	100.00	36	72,000.00	20	100.00	36	72,000.00	16	80.00	36	46,080.00	190,080.00
5.3	YEP Facilitators	Person	0	100.00	0	0.00	100	50.00	36	180,000.00	7	80.00	36	20,160.00	200,160.00
5.4	TVET Facilitators	Person	100	100.00	36	360,000.00	150	50.00	36	270,000.00	0	80.00	0	0.00	630,000.00
5.5	Non-Formal Education Facilitators	Person	1,600	100.00	36	5,760,000.00	0	50.00	0	0.00	126	80.00	36	362,880.00	6,122,880.00
5.6	Youth to Youth Literacy Facilitators	Person	1,500	80.00	36	4,320,000.00	1,400	50.00	36	2,520,000.00	400	50.00	36	720,000.00	7,560,000.00
5.7	Youth Internship Mentors	Person	100	100.00	27	270,000.00	50	80.00	27	108,000.00	10	50.00	36	18,000.00	396,000.00
	Sub-Total: Facilitators Salaries Outcome 3					**10,926,000.00**				**3,438,000.00**				**1,397,520.00**	**15,761,520.00**

ANNEX 5 (cont'd)

G2S CONSOLIDATED 3Y BUDGET			SFR				NWZ				NEZ				ALL ZONES
	PROGRAMME OUTCOME AREAS & STRATEGIES	UNIT	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	TOTAL COST USD
C	**OUTCOME 3 AREA: YOUTH EDUCATION & SKILLS DEVELOPMENT**														
6	**Supplies for Youth Centres**														
6.1	NFE Materials - Learners - Levels 1-3 (including 30% transport)	Set	74,900	60.00	1	4,494,000.00	3,200	60.00	1	192,000.00	8,200	60.00	1	492,000.00	
6.2	NFE Teachers' Guides - Levels 1-3 (including 30% transport)	Set	1,440	60.00	1	86,400.00	40	60.00	1	2,400.00	205	60.00	1	12,300.00	101,100.00
6.3	Radio/MP3 Players (including 30% transport)	Set	6,000	32.50	1	195,000.00	5,438	32.50	1	176,735.00	1,600	32.50	1	52,000.00	423,735.00
6.4	Literacy Materials (printed locally)	Set	150,000	5.00	1	750,000.00	135,950	5.00	1	679,750.00	40,000	5.00	1	200,000.00	1,629,750.00
6.5	Literacy Group Chalk (procured locally)	Carton	200	6.50	1	1,300.00	150	6.50	1	975.00	100	6.50	1	650.00	2,925.00
6.6	Literacy Group Blackboard Paint (procured locally)	Carton	200	60.00	1	12,000.00	150	60.00	1	9,000.00	100	60.00	1	6,000.00	27,000.00
	Sub-Total: YC Supplies Outcome 3					**5,538,700.00**				**1,060,860.00**				**762,950.00**	**7,362,510.00**
7	**Youth Internships**														
7.1	Youth Internships	Internship	3,000	80.00	9	2,160,000.00	3,000	50.00	9	1,350,000.00	1,000	50.00	9	450,000.00	3,960,000.00
	Sub-Total: Youth Internships					**2,160,000.00**				**1,350,000.00**				**450,000.00**	**3,960,000.00**
	SUB-TOTAL: OUTCOME 3					**21,694,325.00**				**6,825,735.00**				**2,954,720.00**	**31,474,780.00**
D	**OUTCOME 4 AREA: INSTITUTIONAL STRENGTHENING**														
1	**Strengthen MoE Leadership of G2S Initiative**														
1.1	Incentives for MoE Key G2S Staff (senior staff)	Person	8	500.00	36	144,000.00	2	200.00	36	14,400.00	3	200.00	36	21,600.00	180,000.00
1.2	Incentives for MoE Key G2S Staff (other officers)	Person	12	300.00	36	129,600.00	0	300.00	36	0.00	0	300.00	0	0.00	129,600.00
1.3	Stipends/DSA for Voluntary Teachers (Diaspora)	Person	6	1,500.00	12	108,000.00	0	1,500.00	12	0.00	5	1,500.00	12	90,000.00	198,000.00
1.4	Salaries for Technical Assistants (NRC Secondment - Diaspora)	Person	1	68,000.00	3	204,000.00	1	4,000.00	36	144,000.00	1	4,000.00	36	144,000.00	492,000.00
	Sub-Total: MoE Leadership					**585,600.00**				**158,400.00**				**255,600.00**	**999,600.00**
2	**Support to Education Sector Coordination**														
2.1	Support ESC/Cluster Coordination Meetings	Lumpsum	1	20,000.00	1	20,000.00	1	20,000.00	1	20,000.00	1	20,000.00	1	20,000.00	60,000.00
	Sub-Total: Sector Coordination					**20,000.00**				**20,000.00**				**20,000.00**	**60,000.00**
3	**Community Education Committees Training in School Management**														
3.1	Training for CEC Members	CEC Training	70	500.00	1	35,000.00	35	500.00	1	17,500.00	28	500.00	1	14,000.00	66,500.00
	Sub-Total: CEC Training					**35,000.00**				**17,500.00**				**14,000.00**	**66,500.00**
4	**Mini-Grants for Implementation of School Development Plans**														
4.1	CECs Mini-grants (Selected Districts)	Mini-Grants	50	1,000.00	1	50,000.00	25	1,000.00	1	25,000.00	20	1,000.00	1	20,000.00	95,000.00
	Sub-Total: CEC Mini-Grants					**50,000.00**				**25,000.00**				**20,000.00**	**95,000.00**
5	**Support to Regional and District Education Offices**														
5.1	Incentives for REOs	Person	11	300.00	36	118,800.00	0	500.00	0	0.00	7	50.00	36	12,600.00	131,400.00
5.2	Incentives for DEOs	Person	30	200.00	36	216,000.00	0	300.00	0	0.00	33	30.00	36	35,640.00	251,640.00
5.3	Rehabilitation of Regional Education Offices	Office	6	4,500.00	1	27,000.00	0	4,500.00	0	0.00	0	4,500.00	0	0.00	27,000.00
	Sub-Total: Support to REO/DEOs					**361,800.00**				**0.00**				**48,240.00**	**410,040.00**
	SUB-TOTAL: OUTCOME 4					**1,052,400.00**				**220,900.00**				**357,840.00**	**1,631,140.00**

ANNEX 5 (cont'd)

G2S CONSOLIDATED 3Y BUDGET			SFR				NWZ				NEZ				ALL ZONES
	PROGRAMME OUTCOME AREAS & STRATEGIES	UNIT	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	QTY	UNIT COST USD	FREQ	TOTAL COST USD	TOTAL COST USD
E	**PROGRAMME MANAGEMENT**														
1	**Human Resources**														
1.1	Senior Programme Coordinator (P4, FTE 0.5 x 3 years)	Person	1	98,161.50	3	294,484.50	1	58,896.90	3	176,690.70	1	39,264.60	3	117,793.80	588,969.00
1.2	Education Officer (NOC, FTE x 3 years)	Person	1	33,342.00	3	100,026.00	1	33,342.00	3	100,026.00	1	33,342.00	3	100,026.00	300,078.00
1.3	Programme Assistant (FTE 0.5 x 3 years)	Person	1	11,947.00	3	35,841.00	1	7,168.20	3	21,504.60	1	4,778.80	3	14,336.40	71,682.00
1.4	Supply and Logistics Officer (L3, FTE 0.5 x 3 years)	Person	1	83,833.00	3	251,499.00	1	50,299.80	3	150,899.40	1	33,533.20	3	100,599.60	502,998.00
1.5	IT Officer (NOC, FTE 0.5 x 3 years)	Person	1	16,671.00	3	50,013.00	1	10,002.60	3	30,007.80	1	6,668.40	3	20,005.20	100,026.00
1.6	Supply and Logistics Officer (NOC, FTE x 3 years)	Person	1	33,342.00	3	100,026.00	1	33,342.00	3	100,026.00	1	33,342.00	3	100,026.00	300,078.00
	Sub-Total: HR					**831,889.50**				**579,154.50**				**452,787.00**	**1,863,831.00**
	Programme Cost (Excl. M&E)					**49,884,317.50**				**25,773,752.00**				**18,501,255.50**	**94,159,325.00**
2	**Monitoring & Evaluation (% Zonal Programme Cost, Excl. M&E)**					**997,686.35**				**257,737.52**				**185,012.56**	**1,440,436.43**
2.1	Routine Programme Monitoring and Reporting	Activity	1	798,149.08	1	798,149.08	1	206,190.02	1	206,190.02	1	148,010.04	1	148,010.04	1,152,349.14
2.2	Evaluations	Activity	1	99,768.64	1	99,768.64	1	25,773.75	1	25,773.75	1	18,501.26	1	18,501.26	144,043.64
2.3	Knowledge Management	Activity	1	99,768.64	1	99,768.64	1	25,773.75	1	25,773.75	1	18,501.26	1	18,501.26	144,043.64
	Sub-Total: M&E					**997,686.35**				**257,737.52**				**185,012.56**	**1,440,436.43**
	Sub-Total: PROGRAMME MANAGEMENT					**1,829,575.85**				**836,892.02**				**637,799.56**	**3,304,267.43**
	TOTAL PROGRAMME COSTS: A-E					**50,882,003.85**				**26,031,489.52**				**18,686,268.06**	**95,599,761.43**
F	**UNICEF PROGRAMME SUPPORT COSTS (15%)**					**7,632,300.58**				**3,904,723.43**				**2,802,940.21**	**14,339,964.21**
G	**UNICEF PROGRAMME RECOVERY COSTS (7%)**					**4,096,001.31**				**2,095,534.91**				**1,504,244.58**	**7,695,780.79**
	TOTAL G2S PROGRAMME					**62,610,305.74**				**32,031,747.85**				**22,993,452.84**	**117,635,506.43**