

## ANNEX

of the Commission Decision on the Annual Action Programme 2015 in favour of Somalia to be financed from the 11<sup>th</sup> European Development Fund

### **Action Document for Education Sector Development Support for Regions in South and Central Somalia**

#### **1. IDENTIFICATION**

Title/Number	Education Sector Development Support for Regions in South and Central Somalia CRIS number: SO/FED/037-617		
Total cost	Total estimated cost: EUR 11 000 000 Total amount of EDF contribution: EUR 11 000 000		
Aid method / Management mode and type of financing	Project Approach Direct Management (grants - direct award and procurement of services)		
DAC-code	110	Sector	Education

#### **2. RATIONALE AND CONTEXT**

##### **2.1. Summary of the action and its objectives**

The action is part of the 'Compact Response Programme' and will respond rapidly to the commitments made by the EU to support the Somalia Federal Government's priorities outlined in the Somali Compact. The specific objective (purpose) of the action is to "support the delivery of good-quality education and training for the target population in Somalia". It will focus mainly on South Central Somalia thereby contributing to the stabilisation of newly liberated areas through the provision of quality education and training services to the population concerned. The main expected results are:

**Result 1:** Increased access to good-quality education for all children, youth and adults also from vulnerable groups in South-Central Somalia;

**Result 2:** Increased participation of youth and adults, also from vulnerable groups, in technical and vocational education and training; and

**Result 3:** Capacity of education institutions, administrations and systems strengthened.

Activities will mirror the specific priorities articulated in the Somali Compact, the Interim Education Sector Strategic Plan (ESSP) for South Central Somalia (2013-2016), the Ministry of Education priorities document (2014-2020) as well as the Strategic Plan of the Ministry of Higher Education, Scientific Research and Culture (2014-2016).

## **2.2 Context**

### **2.2.1 Country context**

#### **2.2.1.1 Economic and social situation and poverty analysis**

According to the World Bank, Somalia ranks amongst the poorest countries in the world, with a per capita Gross Domestic Product (GDP) estimated at USD 288. 43.2% of the population live on less than USD 1/day (53.4% in rural areas); 73.4% live on less than USD 2/ day and 20% live in makeshift housing. Somalia's economy traditionally depends on the exploitation of natural resources, mainly livestock and agriculture. Recurrent droughts and floods severely affect people's livelihoods.

In 2011, the Somali population was estimated at 9.56 up from 7.4 million in 2000 (World Bank 2011). Urbanisation has been very rapid in recent years, with the population of major Somali towns reportedly increasing by an average of 300-500% since the start of the civil war in 1991 (Somalia Joint Strategy Paper 2008-2013). Access to basic services and social welfare remains a major development challenge in Somalia. It has been restricted by poor access in much of South-Central Somalia owing to insecurity in particular prior to 2012. Recent estimates show relative improvement in some social indicators but the scores remain well below average. The last time Somalia was included in the UNDP Human Development Index (2001), it was ranked at 161 out of 163 countries – a position that has since not been reviewed.

Diaspora contributions have played a central role in Somalia's economy, with an estimated one third of these contributions used for household survival, the rest destined to private investments, which have boosted private sector resilience, despite the civil war, and has seen a growth in trade, especially livestock exports. The private sector has, to a significant extent, mitigated the impact of state collapse and war on the Somali people. Levels of development vary widely between urban, rural and nomadic areas, between males and females, and between different regions of Somalia. In North-West and North-East Somalia (Somaliland and Puntland) local authorities have been able to establish a system of acceptable governance and security allowing more medium to long-term rehabilitation and development interventions over the last decade. In South Central Somalia, security and access related constraints have led to weak institutional governance and emergency oriented interventions over the last two decades.

As a further problem, the very limited social facilities are concentrated in urban areas and rural dwellers and the nomadic population have virtually no access to health, education or other social services. In the past few years, there have been some important gains in education indicators, although they remain extremely low. One major problem for the whole Somali society is the widespread degree of illiteracy (80%). This deficiency impacts directly on the level of poverty, as well as the health status and political perceptions of the population. Overall life expectancy was 51.2 years in 2011. Under-five and maternal mortality rates are among the worst in the world at 224 and 11-16 per 1,000 live births respectively. 26% of children under-five are underweight and full immunization coverage for one-year-olds is 36%.

#### **2.2.1.2 National/Regional development policy**

In August 2012, the Federal Government of Somalia was brought to power with a four-year term under a provisional constitution approved by a new parliament - ending Somalia's long period of revolving transitional governments at the federal level. Since its establishment, the

Federal Government of Somalia has developed the **Economic Recovery Plan** (2014-15) and the **New Deal Compact**. The Economic Recovery Plan has been developed with the aim of providing a common vision for Somalia's pathway to economic recovery, set out principles to guide the transition from emergency relief to early recovery and development and lay the foundations for subsequent growth and development.

The New Deal Compact provides an overarching strategic framework for coordinating political, security and development efforts for peace and state building activities over the next three years (2014-16). An integral part of the Compact is the new aid architecture which describes how funding instruments will be used to deliver on the agreed priorities and what mechanism will ensure co-ordination between these different funding instruments. This will improve the coordination and alignment of international resources and the fostering of more effective and accountable public institutions, bringing Somalia and EU into close alignment with the TRUST<sup>1</sup> principles of the New Deal and other global commitments on aid effectiveness.

The new government is thus responsible for meeting important political, security and economic milestones during its term, including the passage of a permanent constitution and the preparation for national elections in 2016.

### **2.2.2 Sector context: policies and challenges**

The Education Sector Strategic Plans (ESSPs) are now in place in Somaliland, Puntland and South-Central Somalia. The ESSPs express a call for expanded education opportunities for the hard to reach, in particular girls and women, greater ownership, and better coordination across donor-funded investments. The plans have formed the basis for alignment and coordination of partner support to the education sector. In September 2013, the Somalia Federal Government, alongside Somaliland and Puntland, have endorsed and launched the Go-to-School Initiative, a comprehensive strategy to enrol one million additional children and youth in the education system. In 2014, the Federal Government of Somalia has for the first time in many years allocated 4.2% of its budget to education. Management systems are being established in the three regions, just as efforts to gather data and move towards information-based decision-making are being attempted. A strong focus on institutional capacity development of the Ministries of Education provided by the EU through past and ongoing programmes has contributed to an eventual evolution of Sector Wide Approaches (SWAs), which are led by Ministries of Education, and which are a requirement for the long-term financial resources the sector requires.

Despite the progress articulated above, challenges such as low capacity of staff at the Ministries of Education, low and inconsistent salary payments, lack of minimal standards of service and extremely low educational budgets continue to impede the effective delivery of education services in all the regions. A large part of schooling is offered by private providers, which is a considerable financial burden for families, and many cannot therefore afford to send their children to school. Decentralisation to regional, district and school levels is a key challenge and requires careful articulation of the functions and responsibilities at each level.

Nationally, the primary school Gross Enrolment Rate (GER) in 2012 was estimated at 45% up from 35% in 2007 and 22% in 2003/04. Girls, Internally Displaced Persons (IDPs) and other marginalised groups represent a small portion of the total enrolment and are also subject to high dropout rates. In South-Central Somalia, the overall GER is 42%, with girls having a

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<sup>1</sup> TRUST: Transparency, Risk, Use of country systems, Strengthening capacities, Timely and predictable aid

GER of 36% and boys of 47%. Ministry of Education and partner reports highlight access and quality-related constraints. With more children completing primary education, there is high pressure on secondary education capacity constrained by factors such as inadequate physical facilities, teachers and concentration in urban centres.

Only 15% of the teaching force are women with the majority being unqualified. The average primary student teacher ratio is 1:33. These national figures hide significant regional level variations.

Poor learning outcomes are reflected in the high repetition and drop-out rates and low examination pass rates. Less than 38% of those enrolled in 2001/2002 in grade one successfully progressed to grade five in 2006/2007. Only 37% of girls who transitioned from primary school took the Form Four exam in 2011/2012. The demand for secondary school education continues to grow steadily, yet girls make up only 28% of students at that level. The number of girls continuing their education past primary school decreases by every level of education.

Around the world, girls and women continue to suffer from a lack of economic opportunity, inadequate health care and education, early marriage, sexual violence, and discrimination. Numerous studies have demonstrated that educating women and girls is the single most effective strategy to ensure the well-being and health of children, and the long-term success of developing economies.

Girls' education yields some of the highest returns of all development investments, yielding both private and social benefits that accrue to individuals, families, and society.

In South-Central Somalia, twenty years of civil war have destroyed more than 75% of previously existing public schools. The absence of a government response to the growing need for education has been filled by Somali intellectuals who established privately owned educational institutions known as the Education Umbrellas. The Umbrellas have sustained the education sector during conflict and will continue to play a vital role in re-establishing the sector. In the absence of a functional central government, each of these organisations had independently designed standards and principles, including curricula and certificates. However, the new Ministry of Education is now able to better control the rehabilitation of the education sector. This has so far started mainly in Mogadishu, Galmudug and Baidoa, with the (re-) construction and (re-) establishment of schools; and needs to be expanded to additional more recently liberated areas.

In all parts of Somalia and at all levels of the education system, there are only few teachers, most of whom are not competently trained and lacking motivation. The need for teacher training, especially female teachers, is great and ranges from primary to secondary education, vocational training and higher education. This issue is partially addressed in current on-going projects, but requires further support, also linked to an increased intake of students at all levels of education, which suggests an increasing need for highly-qualified and motivated teaching staff.

The challenge of youth engagement, education and employment is particularly critical in Somalia. There are concerns that the "youth bulge", in combination with a lack of access to education, training, employment and political engagement is a recipe for radicalisation. Previously existing Technical and Vocational Education and Training (TVET) centres, especially in South Central Somalia, were destroyed during the civil war and quality of TVET is constrained by lack of standardised curricula; trained instructors; equipment; and regulatory

frameworks. There are major programmes of support in the skills development area from other donors but much of them are seen as fragmented and unresponsive to the labour market demands as well as the diverse economic potentials of the different regions of Somalia. Continuation of TVET support must operate as an integrated, responsive and coordinated investment providing comprehensive solutions to the challenges affecting Somali youth and adults.

Higher education is a crucial sector in terms of peace building, economic and social development, governance and establishing/consolidating nationhood. There is increasing demand for higher education and at the same time proliferation of higher education institutions across Somalia, most of them offering programmes of poor standards. For this reason, the work of the emerging Commissions for Higher Education in relation to standards and accreditation is crucial.

### **2.3 Lessons learnt**

The Joint Reviews of the Education Sectors in Somaliland and Puntland showed clearly a great level of ownership at the level of the Ministries of Education, which was attributed to the fact that the Ministries of Education had received capacity-building support and had been put in the lead from the beginning. It was also a great opportunity to further improve cooperation among donors and implementing partners. In general, the ongoing EU-funded integrated education programmes show the benefits of alignment with ESSPs, linkages between sub-sectors and governmental ownership.

As budget support is not yet an option for Somalia, contracts are implemented by non-governmental organisations (NGOs), in close cooperation with the government; and the EU ensures regular policy dialogue with the government authorities. The proposed programme will follow an integrated approach, which is increasingly based on the principles of Sector-Wide Approaches (SWAs).

Gender-sensitive approaches have yielded solid results, ensuring improved access and retention levels, particularly for girls in primary and secondary schools, although females continue to experience disadvantages for cultural reasons. The proposed programme will ensure that gender-sensitive approaches are applied to all stages of the project cycle.

A long-term approach to capacity development (which includes investments in higher education) can help mitigate the high capacity-building costs by gradually building local capacity and improving performance. Such an approach also helps disengaging from short-term capacity building and training inputs which are often ineffective, expensive and yield limited results.

Sustainability issues remain critical in Somalia. In all interventions, Community Education Committees (CECs) are trained to contribute actively to the development of education services, by providing resources (land, labour, construction materials and small-scale maintenance) and contributing to teachers' salaries. The EU will continue encouraging the Federal Government of Somalia to increase its overall revenue base, and to ensure that a sufficient percentage of the budget is reserved for education.

## 2.4 Complementary actions

The programme will be complementary to ongoing and future programmes funded from the 10<sup>th</sup> EDF, such as the Education Sector Development Programmes II and III worth EUR 25 million and EUR 30 million respectively, through which the education sectors in South-Central Somalia, in Puntland as well as in Somaliland are supported; and through which Somali-wide education is strengthened through curriculum development, support to examinations, scholarships and networking. The present intervention is a logical continuation of this approach, which further strengthens support to South-Central Somalia, in line with the emerging newly recovered areas.

Moreover, positive spill-over effects are expected in the fields of security and economic development, as support to education is known to contribute to economic growth and poverty reduction. Support to education also addresses, to a certain extent, the root causes of piracy, conflict and instability. Thus, education support is complementing the efforts of the Economic Development Programme for Growth and Resilience in Somalia (Phase III) worth EUR 42 million; and the Joint Local Governance Programme (JPLG) worth EUR 9 million (all programmes funded by the 10<sup>th</sup> EDF).

Moreover potential for complementarities exists with ongoing programmes funded by other donors, mainly:

- The Global Partnership for Education (GPE) which the EU contributes to is for the first time funding education in Somalia to the tune of USD 14.5 million with a focus on teacher training, and systems for teacher salary payments.
- USAID funds the Somali Youth Leadership Initiative (SYLI) worth USD 19 million focusing on improving secondary education opportunities and TVET for the youth.
- DFID through its Girls Education Challenge (GEC) Initiative funds two large education projects in Somalia totalling GBP 21 million creating opportunities for the marginalized Somali girls.
- Qatar Foundation through the "Educate a Child Initiative" funds two large grants totalling USD 28 million in support of the Ministry of Education's Go-to-school initiative.
- There is a prospect of the World Bank supporting recurrent costs in the education sector such as the payment of teacher incentives.
- There may also be interventions funded by donors operating outside the standard coordination framework such as Turkey, Arab States and the Organisation of Islamic Countries (OIC), particularly in Mogadishu.

## 2.5 Donor coordination

Overall, the major coordination mechanism is the Education Sector Committee (ESC), which meets regularly in Nairobi, Mogadishu, Somaliland and Puntland<sup>2</sup>. Within each region, the responsibility for coordination lies with the Ministries of Education, supported by one full-

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<sup>2</sup> Currently, in Mogadishu, Somaliland and Puntland, the Education Sector Committee (ESC) is chaired by the respective Director General (DG) of the Ministry of Education. In Nairobi, the chair rotates on a six-monthly basis between the UN and international NGOs. Decision-making remains by and large Nairobi-based and there are outstanding problems of compliance with decisions regarding harmonisation and alignment.

time ESC Coordinator for the whole of Somalia. The ESC in Mogadishu was officially established in November 2012. Many of the most important local stakeholders, including the Education Umbrellas, have been eager to participate in the meetings and to share information on existing and up-coming education initiatives in the region.

With an EUR 85 million envelope (2008-2013) for education, the EU has substantially contributed to the coordination of the education sector in Somalia. It played the role of the Coordinating Agency for GPE funding to Somalia in 2013, a role that rotates between the EU and USAID on a yearly basis. The EU has recently taken over the chair of the Compact's Peace and State Building Goal (PSG) 5 sub-working group on education thereby contributing to Compact discussion related to education as well as the refinement of flagship projects.

The Ministries of Education in Puntland and Somaliland, with the support of development partners, have organised their first ever Joint Review of the Education Sector (JRES) in early 2014. The purpose of the review was to assess the progress made in the implementation of the Education Sector Strategic Plans (ESSPs) for the year 2013, its main challenges and how to overcome them in the coming years. For South-Central Somalia, a JRES is foreseen for the second half of 2014. As was the case of Somaliland and Puntland, the EU will encourage further improvements of the ESSP in South and Central Somalia, demonstrated, for instance, through the development of Annual Action Plans covering all government and donor-supported interventions. Joint Reviews of the Education Sectors are a general requirement of funding received from the Global Partnership for Education and, in the special case of Somalia, also of education funding received from the European Union.

### **3. DETAILED DESCRIPTION**

#### **3.1 Objectives**

**Overall Objective:** To expand education and training opportunities, contributing to poverty reduction within a peaceful, secure and democratic Somalia.

**Specific Objective:** To support the delivery of good-quality education and training for the target population in Somalia.

#### **3.2 Expected results and main activities**

The following results are to be achieved in order to attain the above-mentioned specific objective:

**Result 1:** Increased access to good-quality education for all children, youth and adults also from vulnerable groups;

**Result 2:** Increased participation of youth and adults, also from vulnerable groups, in technical and vocational education and training; and

**Result 3:** Capacity of education institutions, administrations and systems strengthened.

#### **Main activities**

The main activities leading to result 1, which concern primary, secondary, alternative learning programmes, adult basic education, and partially also higher education, may include:

- Construction of new, reconstruction and rehabilitation of old, school buildings and classrooms, particularly in newly liberated areas, and in overcrowded urban centres; and including separate latrines for girls and boys as well as girls-friendly spaces (the latter mainly for upper-primary and secondary education);

- Provision and maintenance of furniture, equipment, libraries, laboratories (mainly for secondary education), and teaching and learning materials to schools and learning centres;
- Teacher development, particularly also relating to female teachers, i.e. hiring of teachers, teacher training, payment of teacher salaries, supervision of teaching staff;
- Special and flexible education support to hard-to-reach communities as well as to IDPs, returning refugees, girls and women, children/youth with special needs, working children and adults with non or low literacy levels;
- Access to quality higher education through, for instance, the revival of the previously existing Somalia National University<sup>3</sup>, accreditation systems, and potentially also the provision of scholarships for future education administrators.

The main activities leading to result 2 may include:

- Provide access to low/medium level TVET focussing on courses linked to social and labour market realities, cultural specifications and economic development opportunities;
- The reconstruction of some of the previously 18 TVET Centres, which were destroyed during the war;
- Provision and maintenance of furniture, equipment, teaching and learning materials;
- Development of TVET instructors, particularly females, to overcome the acute shortage of qualified trainers, i.e. pre-service and in-service training for trainers; supervision/monitoring of performance; and payment of salaries/incentives;
- Increase employability of TVET graduates through provision of apprenticeships, business start-up kits and employment advisory services, such as business skills, marketing and basic accounting training;
- Initiate TVET sub-sector reform through, for instance, curricula review, development of policy and regulatory frameworks, establishment of governance and administrative structures, and increased linkage to labour and market demands; and Special and flexible support to TVET learners from hard-to-reach communities as well as to IDPs, returning refugees, girls and women, children/youth with special needs, working children and adults with non or low literacy levels;

The main activities leading to result 3, which address all sub-sectors of education, may include:

- Strengthening educational governance at central and decentralised ministry levels; training of and support to head teachers and Community Education Committees (CECs); development of school-level improvement plans; and the provision of school improvement grants;
- Management and quality assurance are going to be strengthened through capacity building measures of central and decentralised staff of the Ministry of Education and the Ministry of Higher Education, Scientific Research and Culture (in the case of TVET also the

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<sup>3</sup> On 14 November 2013, the Cabinet unanimously approved a federal government plan to reopen the Somali National University, the only public university in South Central Somalia. The refurbishing initiative is expected to cost USD 3.6 million. EU support will be limited, linked to teacher training and informed by needs assessment and mapping of partner contributions.

Ministries of Labour, Agriculture, Health, etc.); through policy development; the evolving sector-wide approach; the joint sector reviews; the decentralisation to regional and district levels and, where appropriate, to schools and training centres; and educational planning;

- Support through Technical Advisors, if the evaluation of previous TA support shows positive results.

### 3.3 Risks and assumptions

*Insecurity* has been and is the main constraint to working in Somalia, especially when it comes to South-Central Somalia. The situation is still volatile and the landscape of so-called liberated areas changes on a daily basis. In order to reduce risk, the EU invests in geographical parts of South-Central Somalia, which enjoy relative peace and stability, and which are therefore more easily accessible, including for monitoring purposes. Implementing partners are very carefully selected and must have a proven track record in (South-Central) Somalia.

*The political environment* in South-Central Somalia is constantly evolving. The federal repartition and the division of responsibilities and resources among the centre and the periphery are unclear. The mistrust between Mogadishu and the regions in South-Central Somalia as well as beyond (including also Puntland and Somaliland) poses significant risks. In the field of education, the EU has in the past played an important role in bringing together high-level education administrators from all regions in order to avoid that education contributes to a further fragmentation of the country.

*Inter-clan competition and conflict* at all levels of government and society present a significant risk that aid interventions may unintentionally exacerbate and cause harm. Implementing partners of EU projects are requested to pay attention to clan balance amongst their local staff and they pay attention to adequate clan representation in meetings, seminars and workshops. In addition, the design of the programme has to a large extent taken into consideration the recommendations of UNICEF's "Conflict and Education Analysis of the Somalia Context" study<sup>4</sup>.

*Natural disasters*, notably droughts as well as floods, represent a further operational risk, which may have an adverse effect on attendance at schools.

*Fiduciary risks* to EU programmes are posed by corruption and weak governance, leadership and capacity in nascent public sector institutions and some implementing partners. Lack of access to many locations for routine monitoring increase the risk that resources may be diverted at a range of levels. The EU employs a number of measures to mitigate fiduciary risks, including investing in institutional capacity building for public financial management, conducting routine risk assessments and commissioning independent programme reviews, evaluations and audits. As levels of assistance are increasing the EU is working closely with the Federal Government and international partners to design stronger monitoring arrangements, including remote monitoring systems for areas that are inaccessible for international staff due to insecurity.

To mitigate the above-mentioned risks, the EU has three major options, which are all going to be exploited by this action: (1) the action will be of longer than usual duration, i.e. the contract will initially be of four or five years duration, in order to allow for periods of relative inactivity; (2) the action will be flexible enough to allow for transfer of activities from one

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<sup>4</sup> The study forms part of UNICEF's Peace Building, Education and Advocacy in conflict-affected contexts program (2012-2015) in Somalia. Specific recommendations advanced in the draft report include: youth engagement, formal and non-formal education as vehicle for political inclusion and attitudinal change, curriculum reform and inclusion of marginalized groups as beneficiaries of education programmes.

geographical part within Central and South Somalia to another, if required; (3) contingencies will allow for additional flexibility.

### **3.4 Cross-cutting issues**

As emphasised in the EU Strategy for Education Sector Support (2010), cross-cutting issues outlined below remain a priority for the EU in the implementation of this intervention:

- *Civic education*: This is the teaching of knowledge, skills, and dispositions needed to become a responsible and effective citizen. Civic education is considered important towards ensuring civic engagement and democratic citizenship. Currently on-going curriculum development as well as any future curriculum development activities will address this issue.
- *Peace education*: A UNICEF-funded addition to the currently on-going EU-funded curriculum development intervention ensures that peace education is adequately incorporated in the new curricula. Also, the intervention, which is subject to this Action Document, will pay particular attention to contributing to further peace and stability in Somalia through peace education.
- *Gender*: Implementation will reflect a strong focus and proactive approach towards empowering effective female participation in teacher training, education (at all levels), educational management, curriculum design and in other programme-related activities.
- *Environment*: Environmental aspects and basic natural resource management principles will be given due attention when designing teaching/learning materials for children and teachers. Community Education Committees will be trained to focus on the protection of the environment. Construction work will be done with locally available materials, where appropriate, and with the least possible impact on the environment.
- *Life Skills*: Teaching of subjects related to the well-being of pupils, such as physical education/sports, health and hygiene will be emphasized.
- *Children's rights*: They will be mainstreamed at all levels of the system, from the classroom (through child-to-child clubs) to teacher training (through non-abusive practices in classroom interactions) to curricula and school design. Particular attention will be paid to the rights of girls.
- *Culture*: Culture is very important for the identity of a nation or ethnic group. Yet, in Somalia, during more than 20 years of civil war, the previously rich culture has nearly been forgotten. Many attempts are currently underway to revive the Somali culture, and education contributes to this through appropriate curricula and teaching and learning materials.
- *Conflict sensitivity*: Interventions under this Action Document will mitigate the risk of tensions or conflict ensuing from the introduction of new resources into conflict-prone resource-scarce environments. It will do this by carefully targeting interventions to ensure equitable access of communities in project locations and fostering constructive interaction among students, teachers and parents from neighbouring communities.

### **3.5 Stakeholders**

The ultimate beneficiaries will be the people of Somalia who will benefit from improved access, retention and completion of formal and non-formal education as well as a more secure and predictable institutional and economic environment, allowing them to explore and exercise their capabilities.

Key stakeholders and direct beneficiaries in this intervention will be:

- The federal, regional and district-level administrations, which will be supported with capacity-development activities. This also includes grants to support quality assurance and school monitoring;
- Vulnerable communities and individuals, including internally displaced persons (IDPs), refugees and returnees; nomadic groups; people with special educational needs, who will benefit from formal and non-formal forms of education;
- Children, youth and adults of all ages and backgrounds, including particularly also girls and women, who will benefit from better access to quality education;
- Youth, vulnerable groups and adults (ex-militia, displaced individuals, women), who may benefit from technical and vocational education and training for employment;
- Implementing partners (NGOs and/or international organisations) who will work closely with government institutions in planning, monitoring and evaluation;
- Civil society and governments will play complementary roles; and
- The private sector will benefit from public-private partnerships and better-trained human resources.

## **4 IMPLEMENTATION ISSUES**

### **4.1 Financing agreement**

Somalia became a signatory of the Cotonou Agreement in September 2013, but the EU continues to hold the role of National Authorising Officer (NAO) on behalf of the Somali people, as entrusted by the ACP-EC Council. In order to implement this action, financing conditions will be signed as referred to in Article 17 of Annex IV to the Cotonou Agreement. Implementing partners will work closely with the Ministries of Education and Higher Education of the Somalia Federal Government, regional and local administrations, civil society and in particular teachers' and students' associations, and, where applicable, grassroots local committees and private sector to ensure full ownership and improve prospects of sustainability.

### **4.2 Indicative operational implementation period**

The indicative operational implementation period of this action, during which the activities described in sections 3.2 and 4.3 will be carried out, is 72 months from the date of entry into force of the financing conditions subject to modifications to be agreed by the responsible authorising officer in the relevant agreements.

A longer than usual operational implementation period is suggested as a measure to mitigate all above-mentioned risks. If, due to political, security, clan competition, natural disaster or other reasons, the actions needs to be suspended or partially suspended, there will be sufficient time to continue it at a later stage.

In addition, education projects take time to show results, as education itself is a long-term investment. It is therefore envisaged to have (a) contract/s of minimum four years duration – and probably even longer than this, with an additional option to have no-cost extension at a later stage.

Given the high volatility of the region concerned, and the long time it takes for education to show results, this seems highly justified.

### 4.3 Implementation components and modules

This programme will be implemented through direct management.

#### **Grant: direct award (direct management)**

##### (a) Objectives of the grant, fields of intervention, priorities of the year and expected results

The objective of the grant is "to expand education and training opportunities, contributing to poverty reduction within a peaceful, secure and democratic Somalia". To achieve this, the grant will expand primary, secondary and vocational education and training opportunities for the target population. Support will cover training of teachers and TVET instructors; capacity development of education administrations; strengthening educational governance; construction, rehabilitation and equipping of school buildings, classrooms and TVET centres, particularly in newly liberated areas; and separate latrines for girls and boys as well as girls-friendly spaces. The expected results will be: increased access to good-quality education for all children, youth and adults; increased participation of youth and adults, also from vulnerable groups, in technical and vocational education and training; and capacity of education institutions, administrations and systems strengthened.

##### (b) Justification of a direct grant

Under the responsibility of the authorising officer by delegation, the recourse to an award of a grant without a call for proposals is justified in line with Article 190 (2) RAP referring to crisis situations.

The proposed implementing partners will preferentially be chosen among the partners already active on the ground. The EU is already working with several NGO consortia on education in different parts of Somalia, some of which are also active in South Central Somalia and are developing/expanding activities to the newly liberated areas. The capacity of these organisations has been assessed in different fora, including at the occasion of the Joint Review of the Education Sector (JRES) in Puntland and in Somaliland in February 2014. A JRES for South-Central Somalia took place in the second half of 2014. Moreover, an evaluation of the ongoing EU supported interventions under the ESDP II<sup>5</sup> also took place in the second half of 2014 which further determined the capacity and suitability of potential grant beneficiaries.

##### (c) Eligibility conditions

The grant contract will be concluded with an NGO consortium specialised in the field of education and with a presence in Somalia, specifically in the south- the central regions.

Eligibility conditions will be based on access, established technical track record and the existence of good relationships with Somalia counterparts. In addition the operational and financial capacity of the NGO consortium will be a basic threshold condition for any award.

##### (d) Essential selection and award criteria

The essential selection criteria are financial and operational capacity of the applicant.

The essential award criteria are relevance of the proposed action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

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<sup>5</sup> Education Sector Development Programme (ESDP) II (FED/2010/022-828).

(e) Maximum rate of co-financing

The maximum possible rate of co-financing for this grant is 90%.

The maximum possible rate of co-financing may be up to 100% in accordance with Article 192 of Regulation (EU, Euratom) No 966/2012 if full funding is essential for the action to be carried out. The essentiality of full funding will be justified by the responsible authorising officer in the award decision, in respect of the principles of equal treatment and sound financial management.

(f) Indicative trimester to contact the potential direct grant beneficiary

The indicative trimester for contracting is the 3<sup>rd</sup> trimester 2015.

#### 4.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act shall apply.

#### 4.5 Indicative budget

<b>Component/Activity Module</b>	<b>Amount in EUR</b>	<b>Third party contribution (indicative, where known)<sup>6</sup></b>
<i>4.3.1 Direct management – direct award grant contract</i> Education Sector Development Support for Regions in South and Central Somalia (Results/activities are in line with 3.2)	9 700 000	--
4.7 Evaluation and audit	200 000	--
4.8 Communication and visibility	100 000	--
Contingencies	1 000 000	--
Totals	11 000 000	--

#### 4.6 Performance monitoring

Performance of this programme will be monitored as per indicators set out in the logical framework. Technical assistance could be envisaged in order to support implementation, independent review and/or monitoring of programme implementation on a regular basis.

In addition, it is envisaged to conduct annual JRES for South Central Somalia to monitor implementation of this programme. JRES are already taking place under ESDP III<sup>7</sup>. The JRES are led by the counterpart ministries of education and are modelled upon joint review

<sup>6</sup> Taking into account the situation in South Central Somalia and the difficulties to raise significant amounts of co-funding, this action will probably be 100% funded by the EU. Therefore no third party contribution is mentioned in the above budget table which is coherent with the applicable crisis situation in Somalia.

<sup>7</sup> Education Sector Development Programme (ESDP) III (FED/2011/023-596)

processes held in other African countries where a fully-fledged sector wide approach is in place. As evidenced in the reviews already taken place in Somaliland and Puntland, such process is highly participatory and foresees the inclusion of civil society platforms major stakeholders in the sector and other donors to ensure synergies and complementarities across different funding frameworks. The JRES offers the opportunity to analyse and report on deliverables at purpose and result level.

#### **4.7 Evaluation and audit**

The Commission will recruit independent consultants that will carry out external mid-term and final evaluations of the programme on the basis of specifically established Terms of Reference. A mid-term evaluation is indicatively foreseen for early 2017 and a final evaluation in 2019. The Commission shall analyse the conclusions and recommendations of the evaluations and decide on the follow-up action to be taken and any adjustments necessary.

All grant contracts will include obligatory expenditure verification reports. The EU can always contract additional audits if deemed necessary. Audits will be conducted within the grant agreement, so no timing and amount indication can be given in relation to the audit contracts to be concluded in the following 6 years.

Procurement procedures will be used for the contracting of the amounts related to evaluation and audits. Evaluation and audits will be contracted through service contracts following EU rules.

#### **4.8 Communication and visibility**

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated before the start of implementation and supported with the budget for *Education Sector Development Support for Regions in South and Central Somalia* indicated in section 4.5 above.

The measures shall be implemented by the Commission and/or by the grant beneficiaries. Appropriate contractual obligations shall be included in, respectively, financing agreements, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

Financial provisions for visibility are also included in grant contracts.

Procurement procedures will be used for the contracting of the amounts related to communication and visibility. Contracting will be through service contract following EU rules insofar timelines are concerned. For communication and visibility, indicatively a contract will be signed first semester of 2016.