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This action is funded by the European Union

ANNEX 1

of the Commission Decision on the Annual Action Programme 2016 in favour of Somalia to be financed from the 11th European Development Fund

Action Document for Somalia Education Sector Support Programme (SESSP)

INFORMATION FOR POTENTIAL GRANT APPLICANTS

WORK PROGRAMME FOR GRANTS

This document constitutes the work programme for grants in the sense of Article 128(1) of the Financial Regulation (Regulation (EU, Euratom) No 966/2012), applicable to the EDF in accordance with Article 37 of the Regulation (EU) 2015/323 in the following sections concerning calls for proposals: 5.4.1; and in the following sections concerning grants awarded directly without a call for proposals: 5.4.2 and 5.4.3

1. Title/basic act/ CRIS number	Somalia Education Sector Support Programme CRIS number: S0/FED/037-951 financed under the 11 th European Development Fund (EDF)	
2. Zone benefiting from the action/location	Somalia The action shall be carried out at the following locations: Somaliland, Puntland, Galmudug, South West, Jubaland, Banadir and the evolving Central State and/or other states to be formed before the end of implementation.	
3. Programming document	11 th EDF National Indicative Programme for Somalia	
4. Sector of concentration/ thematic area	Focal Sector 3: Education	DEV. Aid: YES ¹
5. Amounts concerned	Total estimated cost: EUR 56 200 000 Total amount of EDF contribution: EUR 49 000 000 This action is co-financed in joint co-financing by: - German Ministry for Economic Cooperation and Development through <i>Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH</i> for an amount of EUR 5 000 000 This action is co-financed by potential grant beneficiaries for an indicative amount of EUR 2 200 000	
6. Aid modality and implementation modalities	Project Modality Direct management (grants following calls for proposal, grants following direct award and procurement of services) Indirect management with <i>Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH</i> Indirect management with World Bank (WB)	
7a) DAC code(s)	Main DAC Code: 110 - Education Sector (18%); Sub-code: 11220- Primary Education- (35%); Sub-code: 11130- Secondary Education (15%); Sub-code: 11330- Vocational Training (17%); Sub-code: 11130- Teacher Training (9%); Sub-code: 11420- Higher Education (4%); and Sub-code: 11110- Capacity Building (20%)- (Indicative)	

¹ Official Development Aid is administered with the promotion of the economic development and welfare of developing countries as its main objective.

7b) Main Delivery Channel	Non Governmental Organizations & Civil Society- 20000 University, college or other teaching institution, research institute or think-tank (Kenyatta University)- 51000 World Bank- 44001 Third Country Government (GIZ-Delegated Cooperation)- 13000			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Global Public Goods and Challenges (GPGC) thematic flagships	Contributes to the thematic area of Human Development (Education, Knowledge & Skills)			
10. Sustainable Development Goals (SDGs)	SDG 4: Ensure inclusive and quality education for all and promote lifelong learning Targets: 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations			

<p>SUMMARY</p> <p>The Somalia Education Sector Support Programme (SESSP) will improve <i>the educational attainment and the employability of relevant target groups, contributing to poverty reduction within an increasingly peaceful, secure and democratic Somalia</i>. The programme will consolidate the gains made so far in the education sector while at the same time expanding education services to areas previously underserved by donor support.</p> <p>The specific objectives of this investment are to <i>consolidate and expand (i) equitable and inclusive quality education for Somali children, youth and adults; and (ii) vocational training opportunities for Somali youth and adults</i>. The main expected outputs are:</p> <p>Output 1: Increased access to quality education for all children, youth and adults including vulnerable groups.</p>
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Output 2: Increased participation of youth and adults in quality technical, vocational education and training linked to employment and economic opportunities.

Output 3: Strengthened public systems for effective education service delivery.

The Somalia Education Sector Support Programme (SESSP) will comprise i) sector-wide education programmes showing full alignment with the education sector strategic documents of the target regions ii) a Somalia-Wide Education Synergies component focussing on issues which are better addressed on country-wide basis such as the implementation of the curriculum frameworks and support to credible examinations systems; iii) a comprehensive Technical, Vocational Education and Training (TVET) revitalization programme; iv) a component on building public systems for managing education service delivery; and (v) an initiative to support higher education development in Somalia.

Illiteracy and poverty are key factors that drive youth towards violent extremism for lack of meaningful alternatives. Education and employment creation have a positive effect on **countering violent extremism (CVE)** and the resilience of young people against radicalisation. This action will invest in the implementation of a government-sanctioned curriculum that will promote critical and autonomous thinking by pupils/students".

A confluence of root causes such as poverty, unemployment, illiteracy and political/economical marginalization have in addition pushed Somali youth to venture into illegal **migration**. The action will expand education and vocational training opportunities for Somali children and youth. It will strive to create an enabling learning environment inside Somalia to promote the retention and return of Somali refugees and migrants in Somalia.

1.1 Country and Sector Context

Somalia has in the past experienced cycles of conflict that fragmented the country, destroyed legitimate institutions and disrupted delivery of social services. The Gross domestic product (GDP) per capita, human development and the living standard are among the lowest in the world. According to the World Bank, Somalia's GDP per capita is estimated at USD 284 - against a sub-Saharan Africa average of USD 1 300. 73% of Somalia's population lives below the poverty line (61% in urban centres and 80% in rural areas). Somalia's economy is dependent on the exploitation of natural resources, mainly livestock and agriculture as well as remittances and donor aid².

A Population Estimation Survey for Somalia that was conducted between October 2013 and March 2014 puts Somalia's population at 12.3 million. With more than 70% of the population under the age of 30, Somalia is a young country with enormous development needs. Among the more urgent challenges is food insecurity and perpetuated violence which has led to protracted displacements of a large share of the population and recurrent humanitarian crisis spilling over into the wider region. The state's collapse undermined basic service delivery, with a severe impact on human development outcomes. Out of 170 countries, Somalia is among the five least developed as measured by the 2012 Human Development Index.

Many observers hail Somalia's 2012 transition to a fully-fledged federal government as a break from the past and the best opportunity for reconciliation and stability in a country which lacked stability and effective government over a period of two decades. Since 2013, the political, security and development agenda have been clearly anchored on the Somalia's New Deal Compact and the Six Pillar Plan. With the military gains in southern Somalia, stabilising newly accessible areas, strengthening local governance and advancing the federalism process are of key importance, especially for the purpose of building an enduring trust of the Somali population in the State(s). In more stable Somaliland and Puntland, local authorities have been able to establish a system of

²Somalis in the diaspora remit around USD 1.3 billion annually to their families back home. According to a recent aid mapping, Somalia has received approximately USD1 billion in official development assistance (ODA) in 2015 including USD 300 million for humanitarian assistance.

acceptable governance and security allowing more medium to long-term rehabilitation and development interventions over the last decade.

Somalia has one of the world's lowest enrolment rates for **primary school**-age children despite the major improvements in overall school enrolment over the last decade. With 30.8% of the Somali population falling within the age bracket of 5-14 years, it is estimated that Somalia has well over 3.7 million children who are supposed to be in primary schools. The number of out-of-school children aged 5-14 years has been estimated as being 2.3 million, majority of them being in the south and central regions of Somalia (Source: JRES, 2015).

Technical, Vocational Education and Training (TVET) in Somalia is seen as a quick-fix solution to the youth challenge hence lacking a long-term perspective. Most of the TVET initiatives are donor-driven, of low level and quality and focus on predictable trades such as carpentry, hair dressing, masonry, tailoring and few others linked to livelihoods. Over 25 000 youth have benefited from such trainings since the year 2000. On a positive note, donor funded projects have implemented female dominated trades resulting in 52% female enrolment in TVET courses across Somalia. TVET provision in Somalia is characterised by an absence of institutions providing quality education and training; a lack of qualified instructors; a lack of facilities and equipment as well as of curricula and teaching and learning materials and supportive supervision.

Recent growth of the **higher education** sub-sector in Somalia has been considerable. There are now close to 100³ Higher Education Institutions (HEIs) of different sizes and capacities and enrolling over 50 000 students. Commission for Higher Education (CHE) has been established in Somaliland and its potential to regulate the sub-sector is increasingly apparent. In Puntland, discussions on the development of higher education policies and regulatory frameworks are ongoing.

1.1.1 Public Policy Assessment and EU Policy Framework

Policy papers and strategic documents available for Somaliland, Puntland & the Federal Government of Somalia reflect a call for expanded education opportunities for the hard to reach, in particular girls and women, improved quality of education, greater Somali ownership and better coordination across donor-funded investments. In 2012, the Ministries of Education in Somaliland and Puntland developed 5-year education sector strategic plans (ESSPs). These plans express sector-wide priorities and strategies and are seen as a tool to promote coordination of external support across the education sector. The ESSPs have provided an opportunity for the EU to align funding with the sector priorities articulated by the government. For the Federal Government of Somalia, a transitional ESSP was developed in 2013 and since then, this document has been guiding investments in the sector. It is worth noting that key planning documents expire end of 2016 and as a result the authorities are developing a federal National Development Plan as well as Education Sector Strategic Plans (Somaliland, Puntland & Federal Government) to guide national and education sector development respectively.

This programme moreover reflects alignment with the Peace and State-building Goals (PSG) of the Somalia New Deal Compact, and more specifically, PSG 5 which covers, inter alia, also education. Priorities of the SESSP programme have been identified through a process of close consultation and coordination with the Federal Government of Somalia through the Ministry of Planning and International Cooperation (future National Authorising Officer) as well as through key line Ministries both at federal and state levels and other stakeholders. A broad based identification workshop was held in Mogadishu on 5 August 2015 to validate and agree on the education priorities to be supported under this programme. A second formulation workshop involving Somali education authorities, implementing partners and donors was held on 17 May 2016 in Nairobi. This workshop also served to concretize the elements for the TVET revitalization agenda. Further consultations and refinement of

³ Somali National University is the only public university controlled by the Federal Government of Somalia.

the programme have taken place with the Ministries of Education and Labour on 8 June 2016 in Somaliland.

This programme will contribute to the attainment of the recently adopted Sustainable Development Goals, particularly Goal 4 on quality and inclusive education, Goal 5 on gender equality and empowerment of girls and Goal 8 on employment through TVET. It will also address the EU Agenda for Change policy priority area on inclusive and sustainable growth by expanding education and vocational training opportunities for children and youth in the fragile Somali context. The TVET component reflects alignment with the Mahé Process and the resultant TVET recommendations for Eastern Africa Region. Somalia took part in the TVET Regional Forum organized by The United Nations Educational, Scientific and Cultural Organization (UNESCO) Regional Office for Eastern Africa, UNEVOC (International Centre for Technical and Vocational Education and Training) and Government of Seychelles in March 2016 in Mahé, Seychelles.

1.1.2 Stakeholder analysis

The ultimate beneficiaries who are the Somali people will benefit from expanded education and vocational training opportunities as well as strengthened education and vocational training systems contributing to poverty reduction. Key stakeholders in this intervention will be:

- Ministry of Planning and International Cooperation (future NAO) who is responsible for overall coordination of development efforts in Somalia.
- Ministry of Finance which is expected to increase the share of government spending on social services including education.
- Education authorities at federal, state, regional and district level, whose capacity to deliver quality education and vocational training programmes will be strengthened.
- Ministry of Labour and other line ministries (e.g. Agriculture, Livestock, Fisheries, Trade, Health etc.), private sector, Vocational Qualifications Authorities (VQAs), chambers of Commerce, civil society and non-governmental organizations (NGOs) who are expected to promote TVET provision that is well coordinated and linked to employment opportunities.
- Curriculum and examination departments will be supported to implement curriculum and credible examinations respectively.
- Children from all strata of society, including vulnerable groups such as girls, internally displaced persons (IDPs), refugees and returnees; people with special educational needs will benefit from expanded formal and non-formal education opportunities.
- Pastoralist children will benefit from flexible and innovative education solutions that are compatible with their nomadic lifestyle.
- Youth and adults including the most vulnerable of them will be provided with employable skills. Unemployed young people will need career guidance, basic-level TVET, re-training/upgrading or entrepreneurial skills to be reintegrated into the labour workforce. Labour-market assessments are necessary to identify job-rich sectors.
- Implementing partners (NGOs and/or international organisations) in close cooperation with government authorities will be responsible for the delivery of this programme.
- Private-sector entities will be involved through improving synergies between public and private sectors, building a demand-responsive system, and through the development of courses linked to employment and incentives to invest in the labour force.
- Communities whose children will benefit from the education support provided through this programme and who are expected to provide complementary support including sustenance of the initiative beyond the funding period.

1.1.3 Priority areas for support/problem analysis

Increase access to quality education for children, youth and adults, especially vulnerable groups

Somalia has one of the world's lowest enrolment rates for primary school-age children despite the major improvements in overall school enrolment over the last decade. Annual school census

conducted in Somaliland and Puntland indicate more favourable basic education indicators for these locations with a gross enrolment rate (GER) of 43.6% (48.2% for boys; and 39.1% for girls) and 55.4% (62% for boys; and 49% for girls) respectively. Of those attending primary school in Somalia, only 36% are girls.⁴ Children graduate from lower primary with low comprehension and reading skills, as there is a lack of textbooks appropriate for children in Somali. Barriers which have to be addressed in this programme include limited primary and secondary education opportunities; quality concerns; costs associated with education and social and cultural practices that prevent girls from attending school.

Moreover, the majority of children from marginalized communities especially IDPs, minority groups and pastoralists are excluded from the education system. Somalis are predominantly nomadic pastoralists, and access to education for children from these communities is low due to their nomadic lifestyles, economic conditions and the low benefits they attach to education. Flexible education models are needed which are compatible with the lifestyle of nomadic pastoralists and bring education services to their centres of life. It has been established that pastoralist education has so far not gotten sufficient attention in the sector-wide programmes, and the Ministries of Education hardly prioritize it in a resource-constrained environment, where resources tend to be bundled in urban settlements. Taking these observations into consideration, deliberate efforts will be made to firmly anchor pastoralist education in the sector-wide programmes.

Only 40% of Somali teachers have requisite training. Teaching is seen as a career of last resort and this negative perception is exacerbated by poor and irregular remuneration of those serving in public schools. Female teachers are very few in numbers with a majority of them serving in urban centres. There are no incentives for teachers to work in rural areas, which mean that educational offers are concentrated in urban areas. There had been efforts in expanding access to education but quality concerns still remain. The proposed programme intends to respond to quality concerns through the training of teachers using the SCOTT⁵ curriculum approved by education authorities. The EU and Global Partnership for Education (GPE)⁶ are co-funding the development of a teacher training institute in Somaliland while in Puntland, the Garowe Teacher Education College remains a premier teacher training institute. In Mogadishu, the EU continues to strengthen the capacity of the Faculty of Education at the Somali National University to provide long-term teacher training solutions.

To increase access to education and respond to educational quality concerns as well as capacity constraints, this programme will support **Sector-Wide Education Programmes** based on the education strategic plans of the target regions. This represents application of SWAp in the unique Somalia context. The Sector-wide Education Programmes will address major sub-sectors of education including non-formal, primary and secondary education, teacher training and capacity development.

Increase participation of youth and adults in quality technical, vocational education and training linked to employment and economic opportunities

TVET provision is mainly through non-formal short skills courses in limited trades. These are offered by different providers, risking duplication. Furthermore, TVET programmes are available only in a few areas, thus do not provide equal access. Many are basic informal enterprise-based programmes of up to six months that do not follow a standardized curriculum and no systematic assessment and certification is undertaken, as quality management systems are missing. Even though quality is poor and employability not guaranteed, demand exceeds the current supply by far. A shortage of qualified teachers, low TVET image, and systemic and structural problems at institutional and policy level are barriers to expanding and improving TVET provision. One of the critical challenges is lack of coordination among these sectors which require a standards-based quality assurance and coordination.

⁴ Source: Education Management Information System/EMIS, 2014

⁵ *Strengthening Capacity of Teacher Training* in Somalia project was funded by the EU.

⁶ The approximate cost of the teacher incentives component funded by the GPE is USD 3 000 000 a year.

To address TVET related challenges, the proposed programme will invest in a **TVET Revitalization Component**. With the twin focus of ‘strategic reform’ and ‘increased and equitable access to training for Somali youth’, the proposed TVET intervention is expected to contribute to reducing poverty through policy and structural reforms of TVET, in order to facilitate young people to acquire market driven and employable skills for wage or self-employment. It will aim to revitalize, harmonize and expand the scope of TVET provision in Somalia, in order to transform it into a mainstream activity for youth development and employment.

Taking into account the fragile conflict driven situation in Somalia, the development of an institutional TVET system should include a labour market oriented approach. In the Somali context which is dominated by informal economic structures, economic and social actions of an individual are by necessity closely interconnected. By facilitating training in the labour market (i.e. enterprise based training, guided apprenticeships or cooperative training models), young people can acquire and improve their social competences by being directly exposed to the world of work. Integrated approaches are appropriate in the context of fragility and prolonged conflicts with multiple effects on the target groups as well as a conflict prevention mechanism. Such approaches combine elements of non-formal basic education, conflict management and juvenile social work (i.e. psycho-social counselling) with vocational training and employment promotion.

Strengthen public systems for effective education service delivery

The problem of institutional fragmentation has to be addressed with a firm policy decision from the federal government that takes into consideration the aspiration of the constituent states. Internal management capacity of both the Ministries of Education (MoEs) as well as the training institutions is low and should be strengthened. Accountability and functional responsibilities should be defined and quality assurance mechanisms put in place. There is also a need to shift from short-term to long-term planning so as to ensure continuity.

NGOs have in the past dominated service delivery. Efforts to increase the legitimacy of the state are necessary and will be undertaken through **building public systems for managing education service delivery**. 4600 teachers are currently receiving low level incentives and mainly through non-state actors and as such there is need to develop a teacher salaries payment system that guarantees payment predictability and coverage. Discussions are underway to cover teacher salaries under the Recurrent Cost and Reform Financing (RCRF) Project financed through the World Bank's Multi Partner Trust Fund (MPTF). The objectives and activities of this component as well as the other components of the MPTF namely capacity injection and Public Finance Management (PFM) are designed to strengthen public systems. The proposed programme will contribute to the RCRF project to cover payment of teachers' salaries and recurrent non-salary costs. **Technical assistance for strengthening public systems** will also be provided.

The Somali education authorities are struggling to implement a post war curriculum in a context where multiple curricula thrived in the absence of an effective government. Quranic schools are being exploited and taken over by groups with intentions to perpetuate radicalization and violent extremism. The EU should continue to support implementation of the developed curriculum frameworks. For the first time in two decades, the federal government implemented national centralized secondary school examinations in 2015 and an increase in student candidature was experienced in 2016. Continued support to credible examinations is therefore imperative, which will be undertaken through a **Somalia-Wide Education Synergies Component**.

In the Federal Government of Somalia, where the bulk of universities are situated, policy and regulatory framework is largely absent. In the absence of effective regulation by the education authorities and the low capacity of the teaching staff, the quality of higher education is suffering considerably. There is an urgent need to undertake quality improvements in higher education institutions through **Support to Higher Education System Development in Somalia**.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
<i>Insecurity</i> remains the main constraint to working in Somalia. Armed groups still pose a challenge in the newly recovered areas, and some of the educational institutions still operate under their influence.	M/H	EU and other international partners continue to support legitimate actors in the security sector with a view of consolidating and sustaining the peace. Partners with experience and who are able to access the newly recovered areas will be identified.
<i>Recurrence of drought or conflict</i> could cause renewed displacement and even famine. These would seriously disrupt learning.	M/H	The programme contains measures to promote the inclusion of vulnerable groups in education. This is vital as they are the group most affected by disasters.
<i>Fiduciary risks</i> are inherent in a fragile context like Somalia where governance structures are weak and some of the project/programme locations are inaccessible due to access and security related constraints.	M/H	Capacity building is a critical component of this investment and also in the complementary actions. The EU will put in place a third party monitoring arrangement for locations that are inaccessible to the international staff.
<i>High turnover of the leadership</i> at the Ministries of Education. New Ministers or Director Generals may not agree with the established policies or might have a different opinion on what needs to be prioritized.	M	Ensure a wide range of relevant MoE staff are involved in the development of policies, setting priorities and programme implementation. Documentation will be maintained so that there is a trail of the processes and agreements. Need based Technical Assistance to build the capacity of senior level directors within MoEs will be provided.
Assumptions		
<ul style="list-style-type: none"> • Political situation provides an enabling environment for investment in the education sector and for private sector development. • Post-2016 political transition will be smooth, and the electoral process will inspire the confidence of the donors and international community. • Security levels are conducive to programme implementation and regular monitoring particularly in disputed territories or those under the control of militant groups. • Further advancement of the state formation process, leading to improved dialogue and cooperation between the federal government and the sub-national entities (states). 		

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

- A Joint Review of the Education Sector is a viable sector-wide monitoring mechanism for the education sector in Somalia. It has enabled key stakeholders under the leadership of the Ministries of Education to review the performance of the sector and identify the funding gaps on an annual basis.
- A Sector-Wide Approach (SWAp) can be applied in a fragile context mainly by aligning donor investment with government-owned education sector strategic plans. SWAp can be applied innovatively without providing direct budgetary support to the government.

- The mid-term evaluation of the EU funded Education Sector Development Programme (ESDP) II established that pastoralist education, higher education and TVET have not been accorded sufficient attention especially in terms of resource allocation within the sector-wide programmes currently in place.
- Ministry of Education-led joint education projects/programmes steering committee meetings have proven to be an effective platform for harnessing synergies across projects and also for joint decision making.
- Whilst education contributes to peace-building efforts, it has the long-term potential to redress social, economic and cultural marginalization, often in the heart of inter-clan conflicts.
- Gender equity targeted actions have yielded solid results, ensuring improved access and retention of girls at all levels. Special measures for girls such as the girl friendly spaces, provision of female teachers, scholarships among others are necessary in order to perpetuate the positive enrolment trends.
- Evidence shows that TVET linked to economic opportunities have the potential to catalyse economic growth. For any meaningful impact to be created in Somalia, these sub-sectors will require special attention in terms of resource allocation and use of expert organizations to implement them.

3.2 Complementarity, synergy and donor coordination

Potential for complementarities and synergies exists with programmes funded by the EU and other donors, mainly:

- The EU-funded *Education Sector Development Programme III* contracted in the last quarter of 2015 is expected to provide a firm foundation upon which this programme will build on.
- The *RE-INTEG programme* funded from the EU Horn Africa Trust Fund targets to create access to basic services and the creation of realistic livelihood opportunities for refugees, returnees and IDPs in the main accessible areas of return and departure.
- The EU-funded initiative "Investing in People - *Empowerment for better livelihoods*" project implemented by World Vision in the Nugal Region of Puntland includes skills development and vocational education and training for marginalised persons.
- Resilience programmes funded by EU, Department for International Development (DFID), United States Agency for International Development (USAID), United Nations (UN): support to collective response to shocks in rural communities, and promotion of youth employment, enhancement of livelihoods for communities in an urban context.
- The Global Partnership for Education is currently supporting Somalia with USD 14 700 000 and has announced the next phase of support to Somalia worth USD 33 100 000.
- USAID has recently signed a contract worth USD 10 000 000 with UNICEF to support alternative basic education models including mobile schools and is developing its next phase of education support to Somalia worth USD 50 000 000.
- DfID, through its Girls Education Challenge (GEC) Initiative, funds two large education projects in Somalia totalling GBP 26.6 million creating opportunities for the marginalized Somali girls.
- Qatar Foundation through the "Educate a Child Initiative" funds two large grants totalling USD 28 000 000 million in support of the MoE's Go-to-school initiative.
- A pledging conference in Kuwait for non-traditional donors is scheduled to take place in 2016. Somalia is expecting quite a substantial amount from this conference for education which will then go on budget.

Donor coordination will be ensured through New Deal coordination mechanisms such as the PSG 5 Working Group Meetings (covering education, health, revenue collection and social protection) and Somalia Development and Reconstruction Facility (SDRF) meetings. The EU Delegation is a major actor across the PSGs and co-chairs the PSG 5 education sub-working group and the wider SDRF. Considering that the New Deal Compact expires this year, the coordination structures are likely to transition in the National Development Plan.

Joint Reviews of the Education Sector in Somaliland, Puntland and States in South and Central Somalia were introduced in 2014 as part of the sector-wide monitoring mechanism and are expected to be a platform for reviewing the performance of all education initiatives.

Overall, the major coordination mechanism is the Education Sector Committee (ESC), which meets regularly in Nairobi, Mogadishu, Somaliland and Puntland. Within each region, the responsibility for coordination lies with the Ministries of Education, supported by one full-time ESC Coordinator for the whole of Somalia. The concern on non-traditional donors operating outside the standard coordination framework still remains.

3.3 Cross-cutting issues

- *Gender*: The implementation will reflect special measures to promote girls' and women's participation in education at all levels. Gender equality concerns will be considered at all levels and will remain an integral part of all planning and decision making processes. Project management shall observe during implementation the recommendations contained in the documents "Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020", the "Gender Action Plan 2016-2020" Council conclusion, and "Toolkit on Mainstreaming Gender Equality in EC Development Cooperation".
- *Capacity Development*: The programmes will promote innovative, appropriate and effective solutions to capacity development that take into account local needs, priorities and the context.
- *Environment*: Education and capacity development programmes also help to raise awareness of environmental issues and encourage people to manage environment in the best interests of the community. Major infrastructure interventions will reflect environmental considerations, and TVET programmes will be conducted in consideration of their impact on the environment
- *Cultural respect and understanding*: Actions will help to build respect and understanding of diverse cultures, viewpoints and opinions thereby contributing to a reduction in violent conflict and prejudiced views towards other social groups.
- This programme will support the implementation of a curriculum in which culture; environmental conservation, critical thinking and tolerance are cross-cutting themes.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results and options

This programme is relevant for the United Nations 2030 Agenda for Sustainable Development. It contributes primarily to the progressive achievement of SDG Goal 4: Ensure inclusive and quality education for all and promote lifelong learning, but also promotes progress towards Goals 4.1: ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes; 4.3: ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university and 4.5: eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

This does not imply a commitment by the country benefiting from this programme.

The **Overall Objective** of this investment is to *improve the educational attainment and the employability of relevant target groups, contributing to poverty reduction within an increasingly peaceful, secure and democratic Somalia*.

The **Specific Objectives** of this investment are to *consolidate and expand (i) equitable and inclusive quality education for Somali children, youth and adults; and (ii) vocational training opportunities for Somali youth and adults*. The main expected outputs are:

Output 1: Increased access to quality education for all children, youth and adults including vulnerable groups.

Output 2: Increased participation of youth and adults in quality technical, vocational education and training linked to employment and economic opportunities.

Output 3: Strengthened public systems for effective education service delivery.

4.2 Main activities

Output 1 concerns the **sector-wide education programmes** component. These will be region-based sector wide education programmes addressing the major sub-sectors of education including non-formal, primary and secondary education; teacher development; capacity development of education administrations and higher education (limited). A continuation of the sector-wide education programmes initiated in 2012 by government authorities is necessary not only to consolidate the gains made thus far, but also to expand the limited education and training opportunities in the target regions. Deliberate efforts will be made to firmly anchor pastoralist education in the sector-wide programmes.

Main activities may include inter alia:

- Construction of model schools, expansion of existing schools with new classrooms or the rehabilitation of existing rooms, including the provision of water and sanitation facilities.
- Provision and maintenance of furniture, equipment, libraries, laboratories (mainly for secondary education), textbooks and teaching and learning materials to schools and learning centres.
- Supportive supervision of teachers, head teachers, quality assurance officers, and regional and district education officers.
- Capacity building of Community Education Committees and provision of small grants to schools to address priorities identified through School Improvement Plans (SIPs).
- Holistic approach to teacher development. Following a review by the education authorities and depending on the outcome of the same, teacher training aims to incorporate the Teachers' Guide on the prevention of CVE recently launched by UNESCO.
- Special measures to promote the participation of girls in education such as advocacy, scholarships, girls' club, female teachers as role models and dignity kits.
- Strengthen the faculty of education at the Somali National University, equip and furnish faculties in some selected universities and enhance professional development of faculty staff.
- Expand education services to hard-to-reach populations including nomadic communities, those in rural areas, IDPs, returnees and refugees.
- Implement flexible education models for children from pastoralist communities and those involved in (domestic) labour.

Output 2 concerns the **TVET revitalization** component.

This will be a comprehensive TVET revitalization programme that includes increasing access and relevance; improving TVET quality including modernization of TVET curricula and premises; and structural reform in order to transform TVET into a mainstream activity for youth development and employment.

Main activities may include inter alia:

- A comprehensive labour-market assessment to identify job-rich sectors, as well as those sectors with capacity to drive the Somali economy.
- Improving the dialogue between TVET supply and demand with the active involvement of the private sector.
- Developing the legal and institutional basis for governing the TVET system and strengthening the capacity of TVET Management Committees.

- Developing and implementing a qualifications framework that fosters lifelong learning through permeability of TVET system and better linkages within the education system.
- Establishing and equipping at least three model TVET centres in major towns of Somalia and expand existing ones, and promoting TVET leadership, best practice, research and trainings.
- Explore a flexible system with mobile units providing training to youth in rural and remote areas.
- Provide pre-service and in-service training of trainers and instructors.
- Institute measures to reduce gender, economic and geographic inequities in the provision of TVET.
- Expand the scope of TVET by including more trades and developing competency-based curricula. Include numeracy and literacy skills into training programmes of lower levels.

Output3 concerns the following components:

- Somalia-Wide Education Synergies component:** This will support education issues which are better addressed on a Somalia-wide basis. These include support to credible examinations, curriculum development and implementation, networking and scholarships.
- Building public systems for managing education service delivery component:** This component will support the development of public systems including the timely payment of eligible teachers and education officials through the country systems as well as support recurrent non-salaries cost for education.
- Support to higher education development in Somalia component:** This will contribute to strengthening the capacity of the higher education sub-sector in response to its rapid expansion in an unregulated environment. Focus will be on building policy and regulatory framework and systems.
- Cross-cutting capacity development** dimensions such as technical assistance and activities aimed at strengthening the capacities of education administrations.

Main activities may include inter alia:

- Capacity building of education authorities using effective and sustainable approaches.
- Develop/strengthen system of teacher salaries payment and support to recurrent non-salaries cost of education.
- Rollout of the new curriculum framework, i.e. review of existing textbooks, development, piloting, printing and use of new textbooks/teaching materials in an increasing number of schools.
- Implement unified examinations covering primary and secondary education.
- Develop and implement an intergovernmental framework.
- Promote networking and shared learning involving the various education authorities.
- Strengthening the capacity of higher education sub-sector by addressing policy and regulatory framework, development of higher education system, quality and accreditation, university governance, research, networking etc.
- Technical assistance will focus on policy dialogue, sector reforms, education financing; monitoring of sector performance; and capacity building.
- Carry out a study on private provision of education including mapping the support of non-traditional donors to the sector.

4.3 Intervention logic

The change to be achieved through this investment is three-pronged: (i) the sector-wide approach to education development in Somalia has rather proven to be a success especially in promoting dialogue with the government authorities and aligning donor resources to priorities jointly identified with the education authorities. The expansion or strengthening of TVET, pastoralist education, higher education respond to this need; (ii) the regional education programmes to be contracted through call for proposals modality mostly aim at improving education service delivery where the State is not yet able to cater for the needs; and (iii) in parallel, the component on building public systems for managing education service delivery is designed to strengthen the State(s) on the long run in terms of

capacity building, cross-cutting education issues (e.g. curricula, teacher salary payment) with an underlying objective of keeping the regions and the Federal state together (fostering dialogue, information exchange and harmonization of procedures). The logical framework matrix integrates input, outcome, impact indicators and assumptions (see Annex 1) which provide ideas on how to set, monitor and evaluate objectives. Cross-cutting issues are mainstreamed into the relevant indicators e.g. disaggregation of data by gender.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country, referred to in Article 17 of Annex IV to the ACP-EU Partnership Agreement.

The signature of a financing agreement is conditioned by the timely (beginning of January 2017) handover of the NAO-functions to the Federal Government in Somalia. Should for any reason the handover be delayed beyond January 2017, the Commission will revert to a financing decision signed at her level in order not to delay the implementation of the action.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute non-substantial amendment in the sense of Article 9(4) of Regulation (EU) 2015/322.

5.3 Implementation of the budget support component

N/A.

5.4 Implementation modalities

5.4.1 Grants: call for proposals– Sector-Wide Approach Education Programmes (direct management)

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

The objectives and the type of actions eligible for financing and the expected results are described in sections 4.1 and 4.2. Actions financed under this call for proposals will contribute to the continuation of the Sector-Wide Approach to education programming initiated in 2012. It relates mainly to support given to the major sub-sectors of education including non-formal, primary and secondary education; teacher development; capacity development of education administrations and higher education (limited).

In line with previous practice under the 10th EDF and the sector-wide approach applied in Somalia, a call for proposals "Sector-Wide Approach Education Programmes" will be launched with several lots based on the geographical locations in Somalia where the programmes will be implemented

Given the challenges and evolving situation in Somalia, in particular the security situation, and given access restrictions and availability of implementing partners in some regions, it may be necessary to conclude one or more direct awards with NGOs, NGO consortia or even agreements with international organisations in line with Article 190 (2) Rules of Application (RAP) referring to crisis situations.

(b) Eligibility conditions

All contracts implementing the action must be awarded and implemented in accordance with the procedures and standard documents, laid down and published by the Commission for the implementation of external operations, in force at the time of the launch of the procedure in question.

Participation in the award of contracts for this action shall be open to all natural and legal persons covered by the Financial Regulation for the 11th EDF. Further extensions of this participation to other natural or legal persons by the concerned authorising officer shall be subject to the conditions provided for in Art. 20 of Annex IV of the ACP-EU Partnership Agreement.

Subject to information to be published in the call for proposals, the indicative amount of the EU contribution per grant is EUR 7 - 8 000 000 and the grants may be awarded to sole beneficiaries and to consortia of beneficiaries (coordinator and co-beneficiaries). The indicative duration of the grant (its implementation period) is 48 months.

(c) 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.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 80%.

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 maximum possible rate of co-financing may be increased up to 100%. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(e) Indicative timing to launch the call

The indicative timing to launch the call is the second trimester of 2017.

5.4.2 Grant: direct award– Somalia-wide Education Synergies Component (direct management)

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

The objectives and the type of actions eligible for financing and the expected results are described in sections 4.1 and 4.2. This component will support education issues which are better addressed on a Somali-wide basis. These include support to credible examinations, curriculum development and implementation, networking and scholarships.

(b) Justification of a direct grant

Justification of a direct grant under the responsibility of the authorising officer by delegation, the grant(s) may be awarded without a call for proposals to Africa Educational Trust/AET (NGO) for its technical competence and specialization in accordance with Article 190 (1) letter (f) RAP, subject to the outcome of a systems audit. This organization has a long standing track record in building the education system in Somalia especially in the areas of examination and curriculum development. AET has also been leading curriculum reform efforts in Somalia since 2012 and working through it will

allow continuity. AET may partner with Egerton University to augment its technical capacity to implement the curriculum component.

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

(c) Maximum rate of co-financing

The maximum possible rate of co-financing for this grant is 80%.

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 maximum possible rate of co-financing may be increased up to 100%. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(d) Indicative trimester to conclude the grant agreement

The indicative timing to conclude the grant agreement is the first trimester of 2017.

5.4.3 Grant: direct award- Support to Higher Education Development in Somalia- (Direct Management)

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

The objectives and the type of actions eligible for financing and the expected results are described in sections 4.1 and 4.2. This will contribute to strengthening the capacity of the higher education sub-sector in response to its rapid expansion in an unregulated environment. Focus will be on building policy and regulatory framework and systems.

(b) Justification of a direct grant

Justification of a direct grant under the responsibility of the authorising officer by delegation, the grant(s) may be awarded without a call for proposals to Kenyatta University (KU) for its technical competence and specialization in accordance with Article 190 (1) letter (f) RAP. This organization had implemented the EU funded Somali Higher Education Regional Networking (SHERNET) project (FED/2010/238-479) which integrated similar elements with good results. The project under reference is credited for the establishment of the Commission of Higher Education in Somaliland as well as laying a firm foundation for the development of HE policies in Puntland. It has long standing relationships of the mainstream Somali universities. It has a solid track record in all major components of the proposed project.

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposals is also justified because the country is in a crisis situation referred to in Article 190 (2) RAP.

(c) Maximum rate of co-financing

The maximum possible rate of co-financing for this grant is 80%.

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 maximum possible rate of co-financing may be increased up to 100%. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(d) Indicative trimester to conclude the grant agreement

The indicative timing to conclude the grant agreement is the last trimester of 2016.

5.4.4 Procurement (direct management)

Linked to Result 3, the EU will provide technical assistance to the Somali education authorities to prepare the ground for increased use of country systems and building government ownership, and also develop a system for the payment of teacher salaries.

Module	Type (works, supplies, services)	Indicative number of contracts	Indicative trimester of launch of the procedure
Technical assistance for education system strengthening	Services	1	Second trimester of 2018

5.4.5 Indirect management with a Member State Agency

A part of this action may be implemented in indirect management with the *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH* in accordance with Article 58(1)(c) of Regulation (EU, Euratom) No 966/2012 applicable in accordance with Article 17 of Regulation (EU) 2015/323. This implementation entails the delivery of a **Comprehensive Technical Vocational Education and Training (TVET) Revitalization and Employment Promotion Programme** for Somalia and it will be co-financed by the German Ministry for Development Cooperation. This implementation is justified because GIZ has extensive expertise in the field of employment promotion worldwide. GIZ also has relevant technical and management capacity as well as long standing experience in Somalia and other fragile countries, e.g. having implemented the “Technical Training Centre in Burao” Project from 1964 to 1986 and the “Industrial Vocational Training Centre (IVTC) in Mogadishu” Project from 1983-2000.

The entrusted entity would carry out the following budget-implementation tasks: supervise and manage undertaking of the action and enter into contracts and/or grant agreements in accordance with its policies and procedures. GIZ will manage, monitor and supervise the implementation of the activities carried out by the grant recipients or contractors and it will report to the EC on the implementation.

If negotiations with the above-mentioned entrusted entity fail, that part of this action may be implemented in direct management- in accordance with the implementation modalities identified in section 5.4.1. (call for proposals).

5.4.6 Indirect Management with an International Organization

A part of this action may be implemented in indirect management with the World Bank in accordance with Article 58(1)(c) of Regulation (EU, Euratom) No 966/2012 applicable in accordance with Article 17 of Regulation (EU) 2015/323. This implementation entails a component on **building public systems for managing education service delivery** including support to effective teacher salary systems and recurrent non-salaries cost for education. This implementation is justified because World Bank’s Recurrent Cost and Reform Financing (RCRF) Project under its Multi Partner Fund (MPF) which also EU contributes to offers a more sustainable approach to payment of salaries as it uses country systems.

The entrusted entity would carry out the following budget-implementation tasks: supervise and manage undertaking of the action and enter into contracts and/or Grant Agreements in accordance with its policies and procedures. Most of the WB MPF programmes are recipient executed, meaning that the grant recipients will carry out the specific activities. The World Bank will manage, monitor and supervise the implementation of the activities carried out by the grant recipients or contractors and it will report to the EC on the implementation.

If negotiations with the above-mentioned entrusted entity fail, that part of this action may be implemented in indirect management with UNICEF. The implementation by this alternative entrusted entity would be justified because UNICEF has been involved in the payment of teacher incentives

with GPE funding amid considerable success especially in the norther regions of Somalia. The alternative entrusted entity would supervise and manage undertaking of the action and enter into contracts and/or Grant Agreements in accordance with its policies and procedures. UNICEF will manage, monitor and supervise the implementation of the activities carried out by the grant recipients or contractors and it will report to the EC on the implementation.

5.4.7 Changes from indirect to direct management mode due to exceptional circumstances (one alternative second option)

Direct management modalities 5.4.1 (call for proposals) may replace the indirect management modalities under 5.4.5 where they cannot be implemented due to circumstances outside of the Commission's control.

The call for proposals for the sector-wide education programme elements described under 5.4.1 may be expanded to include a specific lot for the Comprehensive Technical Vocational Education and Training (TVET) Revitalization and Employment Promotion Programme described under 5.4.5.

Subject to information to be published in the call for proposals, the indicative amount of the EU contribution for the TVET grant is EUR 8 000 000 and the grant may be awarded to sole beneficiaries and to consortia of beneficiaries (coordinator and co-beneficiaries). The indicative duration of the grant (its implementation period) is 48 months.

Given the challenges and evolving situation in Somalia, in particular the security situation, and given access restrictions and availability of implementing partners in some regions, it may be necessary to conclude one or more direct awards with NGOs, NGO consortia or even agreements with international organisations in line with Article 190 (2) RAP referring to crisis situations.

5.5 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 and set out in the relevant contractual documents shall apply.

5.6 Indicative budget

Module	EU contribution (in EUR)	Third-party contribution (in EUR)
Output 1: Increased access to quality education for all children, youth and adults including vulnerable groups*. 5.4.1 Grants: call for proposals Sector-wide education programmes (Based on the regions where the action will be implemented)	22 000 000	2 200 000
Output 2: Increased participation of youth and adults in quality technical, vocational education and training linked to employment and economic opportunities. 5.4.5 Indirect management with a Member State (GIZ) Comprehensive TVET Revitalization Programme	8 000 000	5 000 000
Output 3: Strengthened public systems for effective education service delivery.		
5.4.4 Procurement Service Contract- Technical Assistance for education system strengthening	1 000 000	N/A
5.4.2 Grant: direct award Somalia-Wide Education Synergies Component	5 000 000	N/A
5.4.3 Grant: direct award Support to Higher Education Development in Somalia	2 000 000	N/A

5.4.6 Indirect Management with an International Organization (World Bank) Building public systems for managing education service delivery	7 250 000	N/A
5. 8 Monitoring and 5.9 Evaluation	1 000 000	N/A
5.10 Audit	250 000	N/A
5.11 Communication and visibility	500 000	N/A
Contingencies	2 000 000	N/A
Totals	49 000 000	7 200 000

* Capacity development elements under the sector-wide education programmes will be reported under result 3

5.7 Organisational set-up and responsibilities

The sector-wide orientation of this action serves to promote governmental ownership and leadership; alignment for the purpose of aid effectiveness; and joint decision making.

Steering committees will be constituted as platforms for progress review and harnessing synergies across projects/programmes. Steering committees will be chaired by the Ministries of Education, Ministries of Planning and International Cooperation (the Director General or Minister) and other line ministries as well as relevant agencies, and will attract participation from the donors and implementing partners of the various education initiatives.

Technical working groups will advise on project implementation and ensure technical quality. Membership includes Head of Departments, Technical Specialists within MoEs and implementing Partners.

Security conditions allowing, programme managers of the partner organization implementing the sector-wide education programmes may be embedded in the Ministries of Education to promote joint decision making and governmental leadership.

5.8 Performance monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the logframe matrix. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

Actions resulting from this programme will incorporate baseline surveys to confirm/establish target values. Support will be directed towards the further development of a government-led Education Management Information System (EMIS) to contribute towards the tracking, processing and analysis of programme performance indicators.

The Commission may undertake additional project monitoring visits through its own staff, third party monitors or independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Studies will be carried out in the context of this action to inform implementation and aid evidence based programming of EU funded education interventions. Indicatively, two studies shall be carried out at mid-term and end term.

5.9 Evaluation

Having regard to the importance of the action, mid-term and final evaluations will be carried out for this action or its components via independent consultants contracted by the Commission. Evaluations will be carried out for accountability and learning purposes at various levels (including for policy revision).

The Commission shall inform the implementing partner at least one month in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and

effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Indicatively, two contracts for evaluation services shall be concluded through a service contracts at mid-term and end term.

5.10 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

One contract for audit services shall be concluded through a service contract in the second trimester of 2018.

5.11 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 at the start of implementation and supported with the budget indicated in section 5.6 above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, 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 in the second trimester of 2018.

APPENDIX - INDICATIVE LOGFRAME MATRIX (FOR PROJECT MODALITY) ⁷

The activities, the expected outputs and all the indicators, targets and baselines included in the logframe matrix are indicative and may be updated during the implementation of the action without an amendment to the financing decision. The indicative logframe matrix will evolve during the lifetime of the action: new lines will be added for listing the activities as well as new columns for intermediary targets (milestones) when it is relevant and for reporting purposes on the achievement of results as measured by indicators.

	Intervention logic	Indicators	Baselines 2016	Targets 2020	Sources and means of verification	Assumptions
Overall objective: Impact	Improve the educational attainment and the employability of relevant target groups.	1. Primary completion rate, by sex*	1. To be established	1. Show at least 10% point increase	1. EMIS reports , Global Education Monitoring, Human Development Report for Somalia & Joint Review of Education Sector reports	
		2. Secondary completion rate, by sex*	2. To be established	2. Show at least 10% point increase	2. Ditto	
		3. Percentage of youth and adults employed within 6 months after graduating from programme supported vocational courses, disaggregated by sex*	3. 0%	3. 70%	3. Tracer studies by Implementing Partners (IPs)	
Specific objective(s): Outcome(s)	To consolidate and expand (i) equitable and inclusive quality education for Somali children, youth and	1. Gross Enrolment Rates in primary education, by sex*	1. 45% (Male 49.8%, Female, 40.4%)	1. 60% (Male 65%, Female 55%)	1. EMIS reports, JRES reports, Partner reports & Impact study reports by IPs	- Security and governance conditions provide an enabling environment for human development - Natural disasters do not adversely affect

⁷ Indicators aligned with the relevant programming document are marked with '*' and indicators aligned to the EU Results Framework are marked with '**'.

	adults; and; (ii) vocational training opportunities for Somali youth and adults.	2. - Gross Enrolment Rates in secondary education, by sex*	2. 14.5% (Male 18.7%, Female 10.9%)	2. 24.5% (Male 28%, Female 21%)	2. Ditto	implementation of the Action
		-3. Number of youths and adults accessing vocational training due to the project, by sex*	3. 0	3. 7,000	3. Partner & EMIS reports	
Output 1	1. Increased access to quality education for all children, youth and adults including vulnerable groups.	1.1- Number of children newly enrolled in EU supported primary schools disaggregated by gender**	1.1 0	1.1 300,000 (M150, 000, F150, 000)	1.1 Partner, EMIS, JRES & Impact study reports by IPs	<ul style="list-style-type: none"> -Target areas remain accessible -Security levels are conducive to project implementation and regular monitoring -Natural disasters do not adversely affect implementation of the Action. - Government authorities remain supportive. - Government avails land for model schools
		1.2- Number of children enrolled in EU supported secondary schools disaggregated by gender**	1.2 0	1.2 50,000 (30% girls)	1.2 Ditto	
		1.3- Number of model schools built	1.3 0	1.3 50	1.3 Partner reports	
		1.4 Number of classrooms built	1.4 0	1.4 300	1.4 Ditto	
		1.5- Number of Girl Friendly Spaces (GFS) built	1.5 0	1.5 100	1.5 Ditto	
		1.6- Number of teachers trained disaggregated by gender**	1.6 0	1.6 3,000 (30% female)	1.6 Partner, EMIS, JRES & Impact study reports by IPs	
		1.7- Student- text book ratio	1.7 1:5	1.7 1:3	1.7 Ditto	
		1.8- Number of girls supported with scholarships	1.8 500	1.8 1,000	1.8 Partner reports	
Output 2	2. Increased participation of youth and adults in medium to long-term quality technical, vocational education and training	2.1- Number of Comprehensive labour market surveys undertaken	2.1 0	2.1 3 (one per region)	2.1 Survey reports	<ul style="list-style-type: none"> -Target areas remain accessible -Security levels are conducive to project implementation and
		2.2- Number of Model TVET centres built	2.2 0	2.2 3	2.2 Partner & JRES reports	

Output 3	linked to employment and economic opportunities.	-2.3 Number of TVET centres rebuilt and provided with equipment	2.3 0	2.3 10	2.3 Partner & JRES reports, Asset inventories	regular monitoring -Natural disasters do not adversely affect implementation of the Action. - Government authorities remain supportive. - Government avails land for model TVET centres - willingness of youth to enrol in TVET courses
		2.4- Number of youth enrolled in TVET courses disaggregated by gender*	2.4 0	2.4 7,000	2.4 Partner & JRES reports	
		-2.5 Number of youth provided with business start-up kits.	2.5 0	2.5 2,100	2.5 Partner & Tracer study reports	
	3. Strengthened public systems for effective education service delivery.	3.1 - Number of education officials trained	3.1 0	3.1 200	3.1 Partner, EMIS & JRES reports	-Target areas remain accessible -Security levels are conducive to project implementation and regular monitoring -Natural disasters do not adversely affect implementation of the Action. - Government authorities remain supportive. - Schools became accessible for inspection visits - Domestic revenue mobilization base of the government improves - No unforeseen pressures on the government budget
		3.2 - Number of Joint Sector Reviews	3.2 0	3.2 10 (two per year)	3.2 JRES reports & Aide Memoires	
		3.3- Number of teachers trained on the new curriculum	3.3 0	3.3 3,000	3.3 Partner and curriculum department reports.	
		3.4- Number of textbooks reviewed and published in line with the new curriculum	3.4 0	3.4 12	3.4 Textbooks review reports/partner reports	
		3.5-Percentage of government schools receiving regular supervisory visits*	3.5 To be established	3.5 50% of programme schools	3.5 School supervision reports	
		3.6- Number of sub-sector policies developed.	3.6 0	3.6 5	3.6 Policy documents	
3.7- % share of government spending on education*		3.7.1 Somaliland 12% 3.7.2 Puntland 7.1% 3.7.3 Federal Government 3%	3.7.1 15% 3.7.2 10% 3.7.3 10%	3.7 JRES reports & Government budget documents		
3.8- Percentage of schools using government approved curriculum		3.8 30%	3.8 80%	3.8 School supervision reports		
3.9- Number of teachers supported with incentives/salaries.	3.9 3,500	3.9 7,000	3.9 Teachers payroll & JRES reports			

		3.10- Establish teacher salaries payment systems.	3.10 - No teacher database, functional payroll and the system is inadequate.	3.10 Teacher database established, government payroll established and teachers paid through country systems.	3.10 Teacher database, Teachers payroll & Partner reports (World Bank)	
		3.11- Number of universities supported.	3.11 0	3.11 9	3.11 Partner reports	
		3.12 Number of university lectures and administrators benefiting from scholarships.	3.12 0	3.12 20	3.12 Ditto	
		3.13- Numbers of CHEs supported	3.13 1 (SL)	3.13 3	3 Ditto	