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THIS ACTION IS FUNDED BY THE EUROPEAN UNION

ANNEX

of the Commission Implementing Decision on the financing of the annual action plan in favour of the Federal Republic of Somalia for 2021

Action Document for Education Access and Quality Improvement Programme (EAQIP)

ANNUAL PLAN

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and action plan in the sense of Article 23(2) of NDICI-Global Europe Regulation.

1. SYNOPSIS

1.1. Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Education Access and Quality Improvement Programme (EAQIP) CRIS number: NDICI AFRICA/2021/43385 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out in Somalia – country-wide geographical focus The action shall be carried out at the following locations: Somaliland, Puntland, Galmudug, South West, Jubaland, Hir-Shabelle and Benadir Regional Administration (BRA).
4. Programming document	Somalia Multi-annual Indicative Programme (MIP) 2021-2027
5. Link with relevant MIP(s) objectives/expected results	The Overall Objective (Impact) of this action is to improve the educational attainment and employability of relevant target groups in Somalia. The specific objective of this investment is <i>the governance, quality, relevance and inclusiveness of education and training sector are improved</i> . The expected results are: (i) Increased access to equitable quality education at primary and secondary levels; (ii) Increased participation of youth and adults in quality technical and vocational education; training linked to employment and economic opportunities; and (iii) Enhanced capacity of public institutions to lead, monitor, and manage the education system.
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	This action will be entirely financed under Priority Area 2 of the MIP (Inclusive and green economic growth). Sector: Education (DAC code 110)
7. Sustainable Development Goals (SDGs)	SDG 4: Ensure inclusive and quality education for all and promote lifelong learning Targets: 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

	<p>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</p> <p>4.6 Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p> <p>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>4. C Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>			
8 a) DAC code(s)	110 Education -100 %			
8 b) Main Delivery Channel @	21000 - Non Governmental Organisations 51000- University (Kenyatta University)			
9. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education ¹ <input checked="" type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<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"/>
	Disaster Risk Reduction @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal 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"/>
11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Tags: digital connectivity digital governance digital entrepreneurship job creation digital skills/literacy digital services		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Connectivity @ Tags: transport people2people energy digital connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Migration @ (methodology for tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities (methodology for marker and tagging under development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	Budget line(s) (article, item): BGUE-B2021-14 02 01 21-C1-INTPA Total estimated cost: EUR 25 000 000 Total amount of EU budget contribution: EUR 25 000 000			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing²	Direct management through: - Grants			

1.2. Summary of the Action

Somalia's education sector still has one of the world's lowest school enrolment rates and poverty remains the main reason for parents not to send their children to school. The largely privatized school system in Somalia is based on schools fees that are simply prohibitive for many parents. Less than 40 % of school-aged children currently attend school, less than half of those starting primary school complete it, and learning outcomes tend to be poor. In addition to poverty, key barriers to accessing education include lack of (public) facilities within reasonable commuting distance, insecurity, social norms (particularly as regards girl education), and perceived lack of return on investment in education. Education quality is undermined by the very large share of untrained teachers (between 50 and 80 % across the country) and insufficient learning materials. These are formidable challenges for the federal and state authorities to overcome, especially in light of their still emerging institutional capacities and very limited ability to collect domestic revenues. The Sustainable Development Goal (SDG) 4 education targets, particularly those related to improving access to education and improving children's learning outcomes, remain extremely ambitious to achieve.

The Overall Objective (Impact) of this action is to *improve the educational attainment and employability of relevant target groups in Somalia*. The specific objective of this investment is *the governance, quality, relevance and inclusiveness of education and training sector are improved*. The main expected results are:

- i) Increased access to equitable quality education at primary and secondary levels;
- ii) Increased participation of youth and adults in quality technical and vocational education and training linked to employment and economic opportunities; and
- iii) Enhanced capacity of public institutions to lead, monitor, and manage the education system.

² Art. 27 NDICI

To achieve these 3 results areas, the Action will implement 3 activity strands:

a) Increased access to equitable and flexible quality at primary and secondary levels

Activities related to this strand will focus on promoting investments that lead to improved enrolment and retention rates as well as enhanced learning outcomes. Proven strategies include the construction and rehabilitation of facilities, provision of targeted scholarships, adoption of multi-shift and multi-grade learning approaches, distance learning solutions (e-education services), teacher training and enhanced access to teaching and learning materials. Gender equality as well as social and geographical equity will be key factors to prioritise interventions. Construction of school facilities will integrate use of renewable energy for sustainability and efficiency purposes. Indicatively, about 100 000 children especially those from marginalized groups such as girls, children with disabilities, Internally Displaced Persons (IDPs), pastoralist and rural areas will be targeted.

b) Increased participation of youth and adults in quality technical and vocational education and training linked to employment and economic opportunities

This strand is aimed at engaging out-of-school youth who have very low chances of accessing relevant basic knowledge and skills informed by labour market assessments. Focus will be placed on the provision of non-formal education and/or technical vocational education and training considering education and training are key in successful transition to work. Link will be created with primary and secondary education opportunities allowing for alternative pathways to get the youth back to formal education systems. Indicatively, about 1 200 youth will be targeted.

c) Enhanced capacity of public institutions to lead, monitor, and manage the education system

This strand is aimed at institutionalising a systematic approach to school financing through the provision of school and capitation grants and strengthening regulatory and monitoring systems for private, community, and government schools, and institutional capacity building across the different actors in the education sector. With respect to higher education, activities will seek to enhance quality assurance and accreditation of universities; strengthen technical and research capacity of universities; promote (gender) inclusiveness; and increase international exposure.

The overall Action will build on gains made under the previous education programmes financed under the 10th and 11th European Development Fund (EDF), and the still ongoing State and Resilience Building Contract (SRBC). Synergies with development actors and the private sector have been established to ensure complementarity of efforts and to leverage existing capacity/ investment. Cross-cutting issues such as gender, environment and human rights are mainstreamed. More specifically issues of environmental sustainability and resilient practices as a means to adapt to climate variability will be integrated in pedagogy and trainings including Technical and Vocational Education Training (TVET). Use of renewable energy solutions in schools will contribute to the green and digital transformation agenda.

The Action will be implemented through 4 projects: 3 education sector support programmes for Somaliland, Puntland and southern and central states, which reflect alignment with the evolving sector analysis and plans; and a higher education systems strengthening project that aims to improve the policy and accreditation framework as well as institutional level improvements. The action will be implemented by consortia of Non-Governmental Organisations (NGOs), organised in three different regions. Kenyatta University is foreseen to implement the higher education component owing to its specialization in this area and existing links with Somali universities.

2. RATIONALE

2.1. Context

Somalia is a key partner of strategic interest for the EU in the areas of **stability and security in the Horn of Africa**, but also for climate change, migration, education and promotion of green economic growth. Despite sustained progress on economic reforms, the overall situation in **Somalia continues to be extremely fragile and volatile** hampered by political instability, climate induced shocks (drought and floods primarily), persistent security challenges, direct conflict and socio-economic vulnerability. These factors combined with the COVID-19 pandemic and the desert locust infestations are the main drivers of acute humanitarian needs, with **2.9 million people internally displaced** and **over 2.8 million people facing acute food insecurity and hunger** (compared to 3.1 million people in the last major drought in 2017/18).

The **political instability** driven by **Al-Shabaab** and tensions between the **Federal Government of Somalia (FGS)** and some of the **Federal Member States (FMS)** characterise the political context in Somalia. While the focus is

currently on **conducting the overdue elections**, these tensions are undermining the state building efforts and progress towards key milestones, such as **the finalisation of the provisional constitution, the agreement on the federal model, and the electoral system**.

The political tensions and deep-seated grievances also represent a significant obstacle to achieving progress on the **security front**. **Al-Shabaab** continues to control significant parts of the country and carries out regular attacks against civilians as well as Somali and **Africa Union Mission in Somalia (AMISOM)** forces. Despite the commitment in the Somalia Transition Plan (STP) to take over the country's security responsibility by 2023, **Somali security forces remain heavily dependent on international support** and cannot ensure the protection of the population.

On the economic front, Somalia achieved an important milestone in March 2020 by reaching **Heavily Indebted Poor Countries (HIPC) initiative Decision Point**, which in turn resulted in the normalisation of the relationship with international financial institutions and the potential **unlocking of significant financial resources** most notably from the World Bank and the International Monetary Fund (IMF). This notwithstanding, the political developments over the past year have led to the de facto suspension of direct budget support to the Federal Government of Somalia, who compounded by the economic impact of COVID-19, floods, drought and the locust invasion, is in a **precarious fiscal situation**.

Given the current context, **credible elections and an orderly and peaceful transition of power** will be key for stability but also for reinvigorating **overall reform dynamics**. Achieving the **EU's strategic objectives** in Somalia is a long-term endeavour requiring sustained support. In the framework of EU's long-term engagement, the support needs to be structured in such a way to allow for a **dynamic response to the evolving political and security situation, while responding to recurrent natural disasters exacerbated by climate change**.

In the **education sector**, Somalia still has one of the world's lowest school enrolment rates and poverty remains the main reason for parents not to send their children to school. **Less than 40 % of school-aged children currently attend school**, and less than half of those starting primary school finish it. Fewer than 10 % of school-age children attend secondary school, although there are large regional variations. Access to education in rural areas is another challenge and **gender inequalities** are found throughout the education system. Only a quarter of the female population and half of the male population is literate and pastoralist communities are particularly disadvantaged. Young people under 30 years old constitute 70 % of the population and most of them have not had access to proper formal education or relevant skills training.

The Somali authorities do not have the financial resources to roll out fee free primary education, while the **institutional capacity** of the different Ministries of Education to provide oversight and quality assurance **remains low** and requires further investment; sustainability requires deliberate strengthening of community-based education structures to create pathways through which schools can tap into locally available resources. In the short run, however, due to hardship imposed by the COVID-19 pandemic, floods, and locust invasion, the ability of communities to contribute is heavily constrained. External assistance remains essential to reach the most marginalised children through targeted actions.

A **fundamental challenge** to operationalising a fee free universal primary education system is the **lack of public resources** in Somalia, resulting from very low tax collections overall, and a low relative share of education spending in the overall budget. In this context, the still ongoing 11th EDF financed **State and Resilience Building Contract** is highly complementary to the current action to provide (a) an overall platform for policy dialogue on macro fiscal issues (e.g. domestic resource mobilisation, composition of the budget, key reforms to safeguard the integrity of public spending); (b) direct financial assistance to create space for additional priority spending; and (c) incentives to drive key sectoral reforms paving way for better teacher development and management practices, regulation of private provision of education and arrangements for inter-governmental education management. Equally important is the **EU's comprehensive strategy towards security** in Somalia, which directly affects education in terms of competition for scarce public resources, and (the absence) of security is an important factor affecting access to education. Similarly, ongoing and future actions envisaged in the MIP to promote **gender equality** in general may have a potentially big impact on social norms and specifically enrolment of girls. A separate TVET action is currently foreseen as part of AAP 2022 to target more longer-term trainings, specifically in support of the green economy as well as TVET systems strengthening. Business Incubation initiatives financed by the EU in Somalia and in the region will encourage incubator-universities engagement making a further and more strategic push on the academic side to enable them to play a bigger role in terms of research and innovation.

Other key donors in the sector include most notably the **Global Partnership for Education (GPE)**, for which the EU is the local coordinating agency), with disbursements currently averaging about USD 22 000 000 per year. The

World Bank recently approved a USD 40 000 000 education programme that will support the poorest two districts in each FMS and Somaliland, which comes in addition to the ongoing Recurrent Cost and Reform Financing Project (RCRF) that supports salaries of teachers and education officials. Strategic collaborations with international organizations (United Nations Children’s Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organisation (UNESCO-IIEP) will be explored with a view of shaping national policies and sector reforms. Finland, the only EU Member States (MS) active in the education sector in Somalia, has just commenced a EUR 7 600 000 contribution to UNICEF aligned with the latter’s country programme, and close collaboration will be sought under Team Europe approach as well as complementarity to DG ECHO’s programmes on Education in Emergencies (EiE). United States Agency for International Development (USAID) with its investment of USD 50 000 000 is focusing its efforts on Alternative Basic Education (ABE) for out-of school children and youth, geographically concentrating on southern and central states. Other donors in the sector are Education Cannot Wait focussing on Education in Emergencies, Qatar and Norway whose focus is on quality basic education.

Synergies will be ensured with DG ECHO’s Education in Emergencies (EiE) actions and be sought with broader social protection interventions. DG ECHO’s Education in Emergencies (EiE) action are particularly targeted at (newly) displaced population and displacement affected communities and covers primarily difficult to reach and conflict affected areas in Southern Somalia and the disputed areas between Somaliland and Puntland (Sool, Sannag regions). All Directorate-General for European Civil Protection and Humanitarian Aid Operation (DG ECHO)’s EiE actions include a strong mandatory child protection component and focus on restoring primary education services within 3 months of conflict, climatic shocks, or other displacement.

2.2. Problem Analysis

With a tax to Gross Domestic Product (GDP) ratio at around 5 %, equivalent to about USD 10-15 per capita, the Federal Government is severely constrained in its ability to provide social services and operate a publically funded education system. Due to continued security challenges, public expenditures are heavily skewed towards the security services, with social services making up only about 5 % of the 2020 budget in Federal Government of Somalia (FGS), and in individual Federal Member State (FMS) 7-10 % in Puntland and Somaliland, and negligible amounts in the FGS States. In other words, in addition to a very low tax take overall, the relative amounts allocated to education is well below international benchmarks, thus undermining the authorities’ stated ambitions to expand public education opportunities. In addition, Federal Government and Member State authorities are still in the process of defining working relationships. Progress to date include initial attempts to enhance the role of the state structures (FGS and FMS), act on the level of policy setting, coordination of multitude of education providers, and actual service delivery.

Within that context, only 20 % of school-aged finish primary school. There are limited education opportunities due to the inadequacy of school facilities and resources. In south and central regions of Somalia, twenty years of civil war have destroyed more than 75 % of public schools. Where education services are available, they are currently mainly provided by fee charging independent private schools, with the total cost of education estimated at USD 132 for primary and USD 197 for secondary per year per child. Clearly, with a GDP per capita of around USD 300, this cost is prohibitive, and a key reason why an estimated 3 million children are currently out of school. Other important barriers to accessing education include lack of (public) facilities within reasonable commuting distance, insecurity, social norms (particularly as regards girl education), and perceived lack of return on investment in education / alternative demands on the children’s time. Rural areas are particularly deprived of basic education resources, and pastoralist communities and Internally Displaced Persons (IDPs) tend to be marginalized, although they represent a huge constituency. It is estimated that 23 % of the total population is agro-pastoralist, and an additional 9 % nomadic (World Bank, 2019).

In terms of gender equality, girls are systematically discriminated against, obtaining lower scores for each educational level. The gender parity index, despite improvements, remains between 0.78 and 0.83 in primary, and between 0.53 and 0.7 in secondary education. Female teachers who ought to act as role models for girls are vastly outnumbered by their male peers, with negative implications for learning outcomes and for a safer learning environment for girls. Past investments are showing some positive impact when it comes to training of female teachers, as well as the gender composition of Community Education Committees.

In addition to challenges of access, the quality of education tends to be poor as reflected in poor learning outcomes for Somali children. Key factors compromising quality include a very large share of untrained teachers (between 50 and 80 % across the country), the absence of an effective teacher management policy, inadequate supervision, absence of teaching and learning materials, and a language of instruction policy that teachers are not able to implement.

These sector specific challenges are further compounded by Somalia's exposure to cyclical climatic shocks including drought, flooding and lately locust invasions. These shocks negatively affect livelihoods, and often lead to high levels of internal migration and displacement, which in turn undermine educational access and retention. Conflicts have been found to pose direct implications on education: killing, abduction and threats against teachers, destruction and looting of school property, and occupation of schools (for shelter or military purposes). Lack of education services is also one of the most decisive factors the over 640 000 Somali refugees in the region cite when considering to return. The COVID-19 pandemic has exacerbated an already fragile situation, with disruptions in various key aspects of the sector including shutting down of schools, loss of income for teachers and redirection of the already limited resources to combating the pandemic instead of deepening investments into the sector.

In the post secondary education sector, the provision of TVET remains largely low level and NGO driven aimed to respond to specific skill needs, engage out of school youth or those at risk of engaging in criminal enterprises. However, there are challenges to align training offers with market needs. State investment is almost non-existent, and most training centres are ill-equipped to support the trades they purport to offer. This is exemplified in the situation of Berbera city where the only existing TVET centre offering 3 year courses in electrical, mechanical and construction lacks adequate physical facilities, equipment and trained instructors, despite very promising market perspectives due to massive ongoing investments in port infrastructure that is bound to lead to a dramatic expansion of economic activities in the area. Generally long-term perspectives for TVET development including policies, curricula, regulatory frameworks, accreditation system etc. do not exist, making articulation pathways, recognition and portability of qualifications difficult.

In the tertiary sector, there are more than 100 universities, mostly privately owned. Growth in recent years has happened largely without necessary quality control, and teaching, management research and publication capacities are weak. With limited regulation, there are growing concerns that the quality of education received at Somali higher education institutions may fall far short of international standards. As a result, graduates may be ill prepared to enter employment and their qualifications are unlikely to be recognized beyond the country's borders. Due to severely limited funding, the Higher Education Commission struggles to provide institutional oversight and quality assurance.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

- Federal and member state governments are expected to support the improvement of education and planning, coordination and budgeting, including stronger safeguards and accountability.
- Local or municipal authorities will provide financial resources and supervisory role to primary and secondary schools thus complementing the efforts of the central Ministries of Education to expand quality public education opportunities.
- 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.
- Children from all strata of society, including vulnerable groups such as girls, internally displaced persons (IDPs), refugees and returnees; people with special educational needs and pastoralists will benefit from expanded and flexible education opportunities.
- Relevant line ministries responsible for TVET (labour, youth, education etc.) will be expected to coordinate TVET programmes and policies; facilitate curriculum development; promote standards and assess institutional facilities and capacity of TVET.
- Corporations, SMEs and local business leaders will be expected to support market needs assessment, apprenticeship and on-the-job training opportunities as well as the financing of TVET centres and universities under corporate social responsibility framework.
- 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.
- Quality assurance departments and Commissions for Higher Education will be expected to lead core functions of quality assurance, registration and accreditation of universities. Higher Education Institutions will benefit improved regulatory environment and capacities.

- DG ECHO with its Education in Emergencies (EiE) programmes of approximately EUR 8 000 000 per year will also be closely involved and consulted at all stages of the action.

3. DESCRIPTION OF THE ACTION

3.1. Objectives and Expected Outputs

The Overall Objective of this action is to improve the educational attainment and employability of relevant target groups in Somalia.

The specific objective of this investment is: *The governance, quality, relevance and inclusiveness of education and training sector are improved.*

The main expected outputs are:

- i) Increased access to equitable quality education at primary and secondary levels;
- ii) Increased participation of youth and adults in quality technical and vocational education and training linked to employment and economic opportunities; and
- iii) Enhanced capacity of public institutions to lead, monitor, and manage the education system.

It will build on gains made under the previous sector wide education projects, which the EU has been financing for the past decade, while at the same time expanding access to quality education opportunities for learners especially those from marginalized communities. These programmes will support about 100 000 boys and girls attending basic and secondary education with system and school level interventions that address educational access, equity and quality. In addition, the Action foresees a higher education intervention that aims to improve the policy and accreditation framework as well institutional level improvements.

3.2. Indicative Activities

Activities related to Output 1 (increased access to equitable quality education at primary and secondary levels)

Activities related to this strand will focus on promoting investments that lead to improved enrolment and retention rates as well as enhanced learning outcomes. Proven strategies include the construction and rehabilitation of facilities, provision of targeted scholarships, adoption of multi-shift and multi-grade learning approaches, teacher training, and enhanced access to teaching and learning materials. Gender equality as well as social and geographical equity will be key factors to prioritise interventions. Indicatively, about 100 000 children especially those from marginalized groups such as girls, children with disabilities, pastoralist and rural areas will be targeted.

Related to access and equity

- Enrolment campaigns employing localized and effective strategies. Support assessment, referral and placement of children with special education needs.
- Special measures to promote the participation of girls in education such as advocacy, scholarships, girls' club, female teachers as role models and dignity kits.
- Build, rehabilitate and furnish education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments.
- Implement flexible education models such as multi-shift, accelerated and mobile schooling to bring and retain children from marginalized communities to school.
- Support distance learning solutions (e-education services) through development of content and provision of radios, digital learning systems and external learning repositories.
- Targeted actions to minimise school drop-outs due to, among other causes, displacement or the COVID-19 pandemic.

Related to quality of education

- Improve learning outcomes through teacher training, mentorship and follow-up.
- Provision of teaching and learning materials, braille and assistive devices for children with special education needs and school supplies, laboratory equipment and reagents.
- Provide incentive payments for teachers especially those posted to newly constructed schools. The Action will advocate for the transition of supported teachers to government payroll.

- Measures to ensure protection of children while in school and the safety of schools. These may include provision of safe school environments, relevant training for teachers and community education committees, psycho-social support and production of relevant teaching and learning materials.
- Training of teachers will integrate Disaster Risk Reduction (DRR) pedagogy including action learning primarily to raise hazards awareness, develop risk maps, plans and reduction campaigns. Issues of rangeland management, soil and water conservation as a means to adapt to climate variability will be infused in trainings.
- Support renewable energy for schools to improve learning outcomes for learners, especially those from marginalized areas and communities.

Activities related to Output 2 (Increased participation of youth and adults in quality technical and vocational education and training linked to employment and economic opportunities):

This strand is aimed at engaging out-of-school youth who have very low chances of accessing relevant basic knowledge and skills. Focus will be placed on the provision of non-formal education and /or technical vocational education and training considering education and training are key in successful transition to work. Link will be created with primary and secondary education opportunities allowing for alternative pathways to get the youth back to formal education systems, especially lower and upper secondary. Specific support will be provided to Berbera Technical Training College enabling the centre to develop the institutional capacity to provide long-term training of sufficient quality and which respond to the needs of the expanding economy of a port city that is of geo-strategic significance. Main activities may include inter alia:

- Provide non-formal education (basic literacy and numeracy), to find work or start own business and manage them.
- Carryout localized labour needs assessment to identify marketable skills to be supported. Sustainable environmental conservation as a means to adapt to climate variability and digital skills will be part of the package, especially at the level of vocational training.
- Provide scholarships for demand driven certified skills training for up to 1 200 youth, to be taken in approved centres. Trainings will be informed by labour market assessments and will take between 9-12 months to complete.
- Provide business start-up assistance to TVET graduates for graduates.
- Improve capacities of Berbera TVET centre through infrastructure improvements and provision of equipment, training for staff and management.
- Carryout tracer studies to assess employability of graduates.

Activities related to Output 3 (Enhanced capacity of public institutions to lead, monitor, and manage the education system)

Related to primary and secondary education, the key thrust of the activities under this output relate to institutionalising a systematic approach to school financing through the provision of school and capitation grants and strengthening regulatory and monitoring systems for private, community, and government schools, and institutional capacity building across the different actors in the education sector. This will require producing manuals and guidelines, and train different stakeholders on their respective roles. This should allow funding streams that are currently administered by NGOs to be incorporated in the Governments' budgets in the future as public resources increase (including through the provision of budget support). With respect to higher education, supported activities seek to enhance quality assurance, strengthening of research, promote (gender) inclusiveness, and increase international exposure. Main activities may include inter alia:

Related to primary and secondary education:

- Develop or review manuals and guidelines for whole school development planning as well as administration of school grants.
- Develop and/or review school development/ improvement plans based on a whole school approach to be financed with capitation and school improvement grants (with a view to these grants being integrated in the Government budget).
- Capacity building of Community Education Committees.
- Strengthening regulatory and monitoring system for private, community and government schools
- Improved capacity of education officers for planning, budgeting, policy implementation, coordination and progress tracking.

Related to higher education:

- Support the operations of the Commission of Higher Education with capacity and resources enabling them to lead core functions such as quality assurance, registration and accreditation.
- Investing in research function of universities through diverse research support options such as training, twinning, research grants, and research collaborations, research scholarships targeting marginalised groups including women, people with disability, IDPs, returnees, etc.
- Regional mobility to build capacity of faculty staff and management staff. Training of faculty members in select universities in curriculum and lesson planning, pedagogy etc.
- Promote networking and shared learning involving the various education authorities and between institutions of higher learning.

3.3. Mainstreaming

Environmental Protection & Climate Change

Outcomes of the SEA screening (relevant for budget support and strategic-level interventions)

The Strategic Environmental Assessment (SEA) screening concluded that no further action was required.

Outcomes of the EIA (Environmental Impact Assessment) screening (relevant for projects and/or specific interventions within a project)

The EIA (Environment Impact Assessment) screening classified the action as Category B (not requiring an EIA, but for which environment aspects will be addressed during design).

Outcome of the CRA (Climate Risk Assessment) screening (relevant for projects and/or specific interventions within a project)

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk (no need for further assessment)

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that a gender perspective is integrated throughout the Action with a focus on increased participation of women and girls in education, training and decision making. Special measures to promote the participation of girls in education such as advocacy, scholarships, girls' friendly spaces, female teachers as role models and dignity kits will be supported. Teaching, learning and curricula materials financed under this Action will be gender sensitive. Teacher training will promote gender sensitive classroom practices.

Human Rights

Human rights violations are rampant in Somalia leading to child recruitment by armed forces (mainly OAGs) the exclusion of girls, IDPs, refugees, returnees, children with special education needs etc.). Furthermore, over 3 million Somali children are out of school and this places their right to education in jeopardy. The Action will expand education opportunities for displacement affected communities in close coordination with DG ECHO's EiE actions and partners, persons with disability, pastoralists and ethnic minorities, who in general are systematically excluded from the education system. Where schools occupied by IDPs are targeted for reconstruction, the Action may support construction of school facilities in areas of relocation.

Disability

As per Organisation for Economic Cooperation and Development (OECD) Disability DAC codes identified in section 1.1, this action is labelled as D2. This implies that the Action will ensure infrastructure supported is adapted, enrolment campaigns will integrate assessment of children with special education needs, referral and placements. Children with special needs will benefit from scholarships support and assistive devices.

Democracy

Somalia faces governance challenges stemming from the effects of protracted conflict and weak institutions. The provisional constitution accommodates the strong clan identities which had been a driver of much of the preceding conflict by establishing a unique 4.5 system. This action will support the implementation of the nationally approved curricula which lays emphasis on the teaching and learning knowledge of citizenship and democratic skills. Teacher

training will emphasize on pedagogy that maintains a democratic ethos in the classroom and which encourages free and open expressions of ideas, and the respect for dignity and worth of people.

Conflict sensitivity, peace and resilience

This Action will do-no-harm and will strive to include IDPs in close co-ordination with DG ECHO's EiE actions and partners, who primarily targets new IDPs and acute displacement, and other vulnerable groups into the education system enabling them to have access to equitable education opportunities. Support to the implementation of government approved curricula will promote citizenship, de-emphasize clan-based identities, and promote peaceful methods of conflict resolution. Teacher training will integrate peace education, psychosocial support and non-violent alternatives to corporal punishment. Vocational training opportunities will support youth to transition into entrepreneurship, apprenticeship or further training in both formal and non-formal education. The Action will also promote child-friendly schools including child protection clubs that provide protective and safe spaces for children and youth.

Disaster Risk Reduction

Somalia being prone to climate related disaster and conflict that result in destruction of learning facilities and disruption of learning, the Action will promote integration of disaster risk analysis and response measures into the sector plans and policies. Training of teachers and Community Education Committees will include disaster preparedness elements, child protection and psychosocial support. Production of teaching and learning materials linked with disaster risk reduction will be supported. Safe school environments will be supported including provision of temporary schooling facilities and alternative sites when hazards strike or are anticipated. Where it concerns pastoralists and children from rural areas the issues of rangeland management and soil and water conservation as a means to adapt to climate variability will be part of the educational package, especially at the level of vocational training.

Other considerations if relevant

Cultural respect and understanding: This Action 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. These will be achieved by supporting extra-curricular activities such as sports, drama, debating, traditional dance and poetry. Schools are social institution where the positive culture, norms and beliefs of the society are built and learners moulded as responsible citizens of their communities.

3.4. Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
External environment	Risk 1: Conflict and <i>Insecurity</i> pose a direct threat to education, through attacks on schools including killing, abduction and threats against teachers, as well as use of schools as bases. Militant groups pose the risk of introducing radical ideologies through the curricula. All these create further barrier to access.	Medium/High	Medium/High	The EU and other international partners continue to support security sector reform, governance and peace building. The Action will support implementation of government approved curricula which reflects peace building as a cross-cutting theme.
External environment	Risk 2: <i>climate hazards and conflict</i> could cause renewed displacement, which would seriously disrupt learning. Drought	Medium/High	Medium/High	The Action will operate in complementary with Global Partnership for Education (GPE), Education Cannot Wait (ECW) and DG-ECHO education in

	may further undermine the nutritional status of children, and the large prevalence of stunting needs to be addressed to allow all children to develop their full potential. Recurrence of pandemics such as COVID-19 could cause prolonged closure of schools.			emergencies components. Individual projects design will always have contingencies for unforeseen happenings and give leverages for adaptation of activities and budget re-allocations on the part of the implementing organizations. School levels trainings will integrate Disaster Risk Reduction. Distance learning solutions will be invested in to mitigate prolonged school closure.
Legality and regulatory aspects	Risk 3: <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	Medium/High	Medium/High	The ongoing education and budget support technical assistance projects implement measures to improve Public Finance Management (PFM) aspects. Third Party Monitoring and Evaluation will be engaged in inaccessible areas. Strengthening monitoring within the consortium enhances accountability.
People and the organization	Risk 4: lack of agreement on roles and responsibilities of the different layers of Government in the education sector, which often brings tensions, undermines effective coordination and collaboration.	Medium	Medium	Process of defining working relationships have started with already Memoranda of Understanding (MoUs) between the federal ministry of education and some member states signed. The Action will support inter-ministerial education forums to serve a platform for dialogue.

Lessons Learnt:

At global level, a recent Overseas Development Institute (ODI) report^[1] identified some key enablers for rapid progress in improving primary completion rates and improving learning outcomes based on the experience in 38 countries. These include a conducive political environment (political education champions; engagement with international discourse on education and involvement of international donors; decentralisation); a legal framework that includes free primary education while also accommodating the provision of private education; school level interventions (teacher training, student learning assessment, school level quality assurance); and reducing barriers to access (investments in infrastructure, school feeding programmes, adult literacy, and instruction in native language in early years). Closing the gender inequality gap proved particularly important to increase primary completion rates.

Based on past EU funded projects in Somalia, some additional context specific lessons have been learned:

- Given the extreme scarcity of public resources, sustainability will depend, in part, on deliberate strengthening of community-based education structures. This will create pathways through which schools can tap into locally available resources for continuity.
- Flexible learning approaches such as multi-shift learning and quality improvement actions contribute to increased enrolment and retention for children from socially and geographically disadvantaged backgrounds.
- Initiatives that reduced financial barriers or provided an incentive can be effective in encouraging participation and attendance among girls.
- As part of the COVID-19 response strategy, several innovative digital solutions were deployed in Somalia, including solar radios with pre-corded content. Once evaluated, these interventions can provide important lessons

^[1] ODI (June 2021), Pathways towards quality primary education

regarding the potential future scope for integrating digital solutions to increase the efficiency and cost effectiveness of the education system in Somalia, specifically to expand access for marginalised communities.

3.5. The Intervention Logic

The underlying logic for this EAQIP intervention is that well-coordinated multiple pathways and flexible approaches will succeed in expanding participation in quality education and training, thereby contributing positively to social development, economic growth, environmental sustainability, security and local governance across Somalia. The intervention logic takes into consideration the need to address system efficiency in order to realise sustained delivery of education services leading to the attainment of SDG 4.

IF investments are made towards:

- i) addressing **access** to education and training (for example: expansion of facilities, scholarships, flexible education models, measures to promote girls' participation, enrolment campaigns, non-formal education and TVET opportunities);
- ii) improving the **quality and relevance** of education and training (through such measures as teacher training and mentorship, teaching and learning materials, revised curriculum and enhanced pedagogy and renewable energy for schools);
- iii) enabling young people to transition to work through education and training, largely by providing them with non-formal education, TVET opportunities, linkages with employers, TVET facilities and equipment; and
- iv) upgrading educational and training **planning and management** (by such means as capacity development of officials, whole school planning, sustainable school grants, capacities for higher education, fostering dialogue and accountability).

and IF the following assumptions hold true:

- Parents and communities send their children (especially girls) to school
- Target areas remain accessible
- Security levels do not deteriorate
- Trained teachers remain in the profession
- Teachers, TVET instructors and managers apply skills learned in training
- Private sector support for TVET activities
- Officials remain in post for reasonable periods
- Parents and communities support school improvement plans
- Government committed to High Education reform

THEN the governance, quality, relevance and inclusiveness of education and training will be improved.

IF that outcome or Specific Objective is achieved, and IF these related assumptions:

- No major natural or man-made disasters – major population displacement;
- Effective post-Covid recovery integrated with perspective sectoral plans;
- Government spending on education and training increases significantly;
- Government authorities remain supportive;

hold true, THEN the desired impact or Overall Objective of improving the educational attainment and employability of relevant target groups in Somalia will be realized.

Each element in this intervention, along with the underlying logic, is based on evidence from evaluations of previous EU and other donor funded education and training projects. The Somalia Education Sector Support Programme (SESSP) - **FED/2017/037-951** is currently (August 2021) being evaluated. The proposed strategies respond directly to identified needs and have proved to be effective in Somalia. Cross-cutting issues such as gender, environmental sustainability and resilience practices and human rights are mainstreamed. Indicators will be further detailed as up-to-date information becomes available.

3.6. Logical Framework Matrix

Results	Results chain (e): Main expected results (maximum 10)	Indicators (e): (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	Improve the educational attainment and employability of relevant target groups in Somalia.	1 % completing (a) primary and secondary education (b) Numbers completing TVET and higher education (disaggregated by sex) 2. Youth unemployment rate (disaggregated by sex/age/sector)	1. To be established 2. 67 % overall, disaggregation to be established.	1 (a) At least 10 % increase at each phase, 2025 over 2020 (b) Increased numbers obtaining certificates at all levels, year by year 2. At least 10 % decrease in each category	1 & 2 Joint Annual Review of the Education Sector (JRES) Reports Educational Management Information System (EMIS) reports Global Education Report (GEM) reports, Employment data	<i>Not applicable</i>
Outcome	1 The governance, quality, relevance and inclusiveness of education and training sector are improved.	1.1 Gross Enrolment Rate (GER) for (a) primary and secondary education (b) Numbers in TVET and higher education (disaggregated by sex, IDPs, disability type) 1.2 Gender Parity Index for (a) primary, secondary, TVET and higher education 1.3 Percentage of youth and adults employed within 6 months after graduating from programme supported vocational courses (disaggregated by sex, IDPs, pastoralists, urban/rural)	1.1 to be established 1.2 0.78 (primary) & 0.56 (secondary), TVET & higher education (to be established) 1.3 (0%) 1.4 Somaliland (9.2 %), Puntland (8 %) & FGS (5.2 %)	1.1 At least 30 % increase primary; 20 % secondary; TVET/HE to be set 1.2 significant moves towards gender parity, year by year 1.3 70 % 1.4 Somaliland (12 %), Puntland (10 %) & FGS (8 %)	1.1 & 1.2 JRES Reports EMIS reports 1.3 Tracer study reports 1.4 Government budget statements GPE domestic financing commitment	-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 is willing to increase the share of

		1.4 Proportion of total government spending on education			forms	education in the budget.
Output 1	1.1 Increased access to equitable quality education at primary and secondary levels;	<p>1.1.1 Number of new students enrolled in education with EU support [a) primary education, and b) secondary education, (disaggregated by sex, IDPs) (European Union Results Framework 36)]</p> <p>1.1.2% of marginalised students (girls, pastoralists, children with disabilities, IDPs) enrolled in supported primary/secondary schools with EU support</p> <p>1.1.3 Number of teachers trained with EU support (disaggregated by sex)</p> <p>1.1.4 Number of school facilities constructed with EU support and by type (new schools, new classrooms, toilets)</p> <p>1.1.5 Number and type of DDR interventions (sensitization, trainings, maps, plans, campaigns etc.) supported</p>	<p>1.1.1 (0)</p> <p>1.1.2 (0)</p> <p>1.1.3 (0)</p> <p>1.1.4 (0)</p> <p>1.1.5 (0)</p>	<p>1.1.1 (a) -80 000 (b) 20 000</p> <p>1.1.2 At least 20 % increase</p> <p>1.1.3 1000</p> <p>1.1.4 50 new schools, 200 new classrooms, 100 new toilets</p> <p>1.1.5 At least 10 DDR interventions supported</p>	<p>1.1.1; 1.1.2 JRES Reports EMIS reports Project reports</p> <p>1.1.3. Training reports. Knowledge questionnaire completed by participants before/after training sessions</p> <p>1.1.4 Project reports</p> <p>1.1.5 project and cluster reports</p>	<p>-Security conditions, population displacement, disasters do not affect the ability of beneficiaries to participate in project activities</p> <p>-School facilities will be constructed in time.</p> <p>- Parents and communities are willing to send children especially girls to school.</p> <p>-Willingness of trained teachers to remain in schools.</p>
Output 2	1.2 Increased participation of youth and adults in quality technical and vocational education and training linked to employment and economic opportunities; and	<p>1.2.1 Number of youth who have benefitted from skills training (disaggregated by sex, IDPs) with EU support (EURF 14)</p> <p>1.2.2 Number of youth and adults who have benefitted from non-formal education with EU support (disaggregated by sex)</p> <p>1.2.3 Number of TVET centres receiving EU support</p>	<p>1.2.1 0</p> <p>1.2.2 (0)</p>	<p>1.2.1 1 200 (50% women)</p> <p>1.2.2 (3 centres)</p>	<p>1.2.1; 1.2.2 Tracer studies report Project reports</p>	<p>-Private sector actors supportive of TVET (investments, apprenticeships etc.)</p> <p>- Government departments/agencies responsible for TVET actively support development and implementation of a strategic, co-ordinated approach to TVET.</p>

<p>Output 3</p>	<p>1.3 Enhanced capacity of public institutions to lead, monitor, and manage the education system.</p>	<p>1.3.1 Number of school improvement plans developed with EU support 1.3.2 Number of school improvement plans supported with EU support 1.3.3 Number of education official trained with EU support and by training type (disaggregated by sex) 1.3.4 Number of university students obtaining certificates from accredited universities in Somalia 1.3.5 Number of universities that have assessed and accredited based on established standards guidelines thanks to EU support</p>	<p>1.3.1 (0) 1.3.2 (0) 1.3.3 (0) 1.3.4 (0) 1.3.5 (0)</p>	<p>1.3.1 (100) 1.3.2 (100) 1.3.3 (300) 1.3.4 (to be set) 1.3.5 At least 50 % of existing universities</p>	<p>1.3.1 Project reports 1.3.2 Project reports 1.3.3 Training reports/ Knowledge questionnaire completed by participants before/after training session 1.3.4 Databases of national accreditation and quality assurance agencies</p>	<p>-CECs are able to mobilize parents to support the implementation of school improvement plans. - Government is committed to higher education reform. - Education officials are willing to attend & implement skills acquired in trainings.</p>
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4. IMPLEMENTATION ARRANGEMENTS

4.1. Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the partner country.

4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3. Implementation of the Budget Support Component [For Budget Support only]

N/A

4.4. Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures³.

4.4.1. Direct Management (Grants)

Grants: (direct management) – Sector Support Programmes for Somaliland, Puntland and south and central states

(a) Purpose of the grant(s)

The objectives and the type of actions eligible for financing and the expected results are described in sections 3.1 and 3.2. Actions financed under this direct award will contribute to the continuation of the 3 sector support programmes for Somaliland, Puntland and south and central states, all in their third phases and set to terminate by December 2021. It relates to 3 integrated projects covering access to quality primary and secondary education; non-formal education and vocational training; and institutional capacity building (education planning & management).

(b) Type of applicants targeted

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 and/or NGO consortia.

(c) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposal is justified because activities foreseen as part of this action require a particular type of body on account of its technical competence and its high degree of specialization according to Art. 195(f) of the Financial Regulation. The security situation and access constraints pose a challenge to availability of implementing partners with the right thematic and geographical competence in some regions. Three consortia of NGOs implementing the ongoing SwAp programmes will be awarded the grant due to their high level of specialization and experience in the Action's targeted areas. Building on current work, traditional channels of implementation (NGOs), combined with use of country systems to further strengthen the role of the Government and its ownership of sector development is crucial. Therefore it is necessary that this final implementation phase is carried out by indicated actors which with their high level of specialization can build on past and current EU work done in the education sector in the region.

³ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

4.4.2. Direct Management (Grants)

Grants: (direct management) – Higher Education Systems Strengthening

(a) Purpose of the grant(s)

The objectives and the type of actions eligible for financing and the expected results are described in sections 3.1 and 3.2. This will contribute to improving the higher education policy and accreditation framework as well as institutional level improvements.

(b) Type of applicants targeted

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 a direct grant with public bodies (universities) or policy organizations specializing in higher education.

(c) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposals is justified because activities foreseen as part of this action require a particular type of body on account of its technical competence and its high degree of specialization according to Art. 195(f) of the Financial Regulation. Kenyatta University, the selected body has technical competence and high degree of specialisation in the field of higher education, which is lacking in NGO dominated space. This entity has good links with universities and higher education authorities in Somalia, as compared to other Universities in the region.

4.5. 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, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.6. Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Grants: (direct management) – Sector Support Programmes for Somaliland, Puntland and south and central states – cf. section 4.4.1	
Output 1: increased access to equitable quality education at primary and secondary levels. Output 2: increased participation of youth and adults in quality technical and vocational education and training linked to employment and economic opportunities. Output 3: enhanced capacity of public institutions to lead, monitor, and manage the education system. Outputs 1, 2 and part of 3 (education planning and management) will be delivered through 3 integrated sector support programmes for Somaliland, Puntland and south and central states.	23 000 000
Grants (direct management) – Higher Education Systems Strengthening (Kenyatta University) – cf. section 4.4.2	
Output 3: enhanced capacity of public institutions to lead, monitor, and manage the education system (higher education component).	2 000 000
Evaluation – cf. section Error! Reference source not found. Audit – cf. section Error! Reference source not found.	will be covered by another Decision
Contingencies⁴	N/A
Totals	25 000 000

4.7. Organisational Set-up and Responsibilities

Steering committees will be constituted as a mechanism for project progress review and joint decision making. Where possible, the 6-monthly meetings will include GPE projects. The Ministry of Education, Implementing Partners and the GPE country lead will be involved. At technical level, Project Management Units (PMUs) will be established to review technical aspects, including work plans. Relevant directors from the ministries and the implementing partners will be involved in the PMUs. The Action will contribute to the annual joints sector review that brings together sector stakeholder including parents, teachers, education officials, implementing partner, donors among others. The Action will report to the Mutual Accountability Framework established under the Social Development Working Group under the National Development Plan.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5. PERFORMANCE MEASUREMENT

5.1. 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

⁴ Consider that contracts where no financing agreement is concluded, contingencies have to be covered by individual and legal commitments by 31 December of N+1.

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 (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through 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).

Roles and responsibilities for data collection, analysis and monitoring:

The projects resulting from this Action will incorporate baseline surveys to confirm/establish target values. The states are in the process of finalizing the education sector analysis (2021) further contributing to the target values.

Support will be directed towards the further development of a government-led Education Management Information System (EMIS) and annual Joint Sector Reviews (JRES) to contribute towards the tracking, processing and analysis of programme performance indicators. Health and demographic surveys and analytical works on education by supported by partners during the life of the Action will provide vital information/data.

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.

5.2. 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.

A mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to progress being made to transitioning towards greater use of country systems. A final evaluation 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 envisaged 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 following the best practice of evaluation dissemination⁵. 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.

The financing of the evaluation shall be covered by another measure constituting a Financing Decision.

5.3. Audit and Verifications

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 audit or verification assignments for one or several contracts or agreements.

6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

⁵ See best [practice of evaluation dissemination](#)

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

APPENDIX 1 REPORTING IN OPSYS

An Intervention (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: 'a given contract can only contribute to one primary intervention and not more than one'. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a 'support entities'. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

Primary Interventions are identified during the design of each action by the responsible service (Delegation or Headquarters operational Unit).

The level of the Primary Intervention is defined in the related Action Document and it is revisable; it can be a(n) (group of) action(s) or a (group of) contract(s).

Tick in the left side column one of the three possible options for the level of definition of the Primary Intervention(s) identified in this action.

In the case of 'Group of actions' level, add references to the present action and other action concerning the same Primary Intervention.

In the case of 'Contract level', add the reference to the corresponding budgetary items in point **Error! Reference source not found.**, Indicative Budget.

Option 1: Action level		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action
Option 2: Group of actions level		
<input type="checkbox"/>	Group of actions	Actions reference (CRIS#/OPSYS#): <Present action> <Other action>
Option 3: Contract level		
<input type="checkbox"/>	Single Contract 1	<foreseen individual legal commitment (or contract)>
<input type="checkbox"/>	Single Contract 2	<foreseen individual legal commitment (or contract)>
<input type="checkbox"/>	Single Contract 3	<foreseen individual legal commitment (or contract)>
	(...)	
<input type="checkbox"/>	Group of contracts 1	<foreseen individual legal commitment (or contract) 1> <foreseen individual legal commitment (or contract) 2> <foreseen individual legal commitment (or contract) #>