



FEDERAL GOVERNMENT OF SOMALIA

MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION

Accelerated Funding (2020-2021)

Program Document

27 April 2020

Supported by:



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## Acronym List

AAP	Accountability to Affect Population
ABE	Alternative Basic Education
ADRA	Adventist Development and Relief Agency
AF	Accelerated Funding
ARC	American Refugee Committee
CEC	Community Education Committee
DAN	Development Action Network
DEO	District Education Officer
ECW	Education Cannot Wait
EDG	Education Donors Group
EMIS	Education Management Information System
ESC	Education Sector Committee
ESPIG	Education Sector Program Implementation Grant
ESSP	Education Sector Strategic Plan
FGS	Federal Government of Somalia
FMS	Federal Member States
FCRM	Feedback and Complaint Response Mechanism
GPE	Global Partnership for Education
HRP	Humanitarian Response Plan
IDP	Internally Displaced Persons
MCA	Maximum Country Allocation
MLA	Minimum Learning Achievement
MOE	Ministry of Education
MOECHE	Ministry of Education, Culture and Higher Education
MOF	Ministry of Finance
MYRP	Multi Year Resilience Program
NDP	National Development Plan
PMC	Program Management Committee
PMU	Program Management Unit
PSC	Program Steering Committee
QAO	Quality Assurance Officer
QBM	Quality benchmark monitoring
QLE	Quality Learning Environment
RCRF	Recurrent Cost and Reform
REO	Regional Education Officer
SC	Save the Children
TOC	Theory of Change

TPM	Third Party Monitoring
TSA	Treasury Single Account
WFP	World Food Programme

## 1. Program Summary

Program name	Accelerated Funding
Country	Federal Republic of Somalia
Donor	Global Partnership for Education
Program location	Galmudug, Hirshabelle, Southwest, Jubbaland and Benadir
Program Outcomes	<p>Objective: Improved educational attainment, safety of Somali girls and boys affected by crisis, contributing to resilience building within increasingly peaceful, secure and democratic environment.</p> <p>Program Outcomes:</p> <ol style="list-style-type: none"> <li>1. Increased equitable access to education for emergency-affected children.</li> <li>2. Improved learning outcomes for emergency-affected children.</li> <li>3. Increased gender equity and equality.</li> </ol>
Program value	USD 9.17 million
Implementing partner	<p>Save the Children (SC)</p> <p>Federal Government of Somalia's Ministry of Education, Culture and Higher Education (MOECHE)</p> <p>Galmudug Ministry of Education</p> <p>South West Ministry of Education</p> <p>Hirshabelle Ministry of Education</p> <p>Jubbaland Ministry of Education</p> <p>Adventist Development and Relief Agency (ADRA)</p> <p>American Refugee Committee (ARC)</p> <p>Development Action Network (DAN)</p>
Sector	Education
Program implementation period	13 months (01 July 2020 – 30 July 2021)

## 2. Introduction

### National Context

Somalia's population is estimated at approximately 12.3 million (51% males, 49% females), out of which 42% live in urban areas, 23% in rural areas, 26% are nomadic and 9% of the population

are internally displaced<sup>1</sup>. The bulk of the Somali population is young with just under half of the population (45%) being between 10 and 29 years old. Three quarters (75%) of the population is under 30 years and 81.5% are under 35 years old. People with disabilities are estimated to make up around 15% of the population.

Somalia suffers from one of the most complex and protracted humanitarian crises in the world. The country is prone to climatic shocks combined with insecurity and pervasive poverty. Somalia experienced 30 climate related hazards (12 droughts, 18 floods) over the past three decades causing waves of mass displacement and affecting people's livelihoods. In 2011, the severe drought resulted in a famine that caused the death of more than a quarter million people. In 2017, the severe drought nearly resulted in a famine which was averted through sustained aid operations across the country. Somalia continues to experience recurring and cyclical humanitarian crises. Across the country food insecurity and nutrition needs remain high with around 6.3 million people being food insecure by the end of 2019<sup>2</sup>. Severe acute malnutrition rates among children is increasing and estimates indicate one million children will be acutely malnourished in 2020. In addition, the lack of access to water continues to be an issue in many parts of Somalia. Approximately 2.6 million people are estimated to be internally displaced and this continues to contribute to rapid unplanned urbanization across the country<sup>3</sup>. It is estimated that Somalia's urban population will overtake its rural population by 2026<sup>4</sup>. Population groups such as internally displaced people (IDPs), women, children, the elderly and people with disabilities face heightened risks of violence, exclusion and lack access to basic services.

Somalia is one of the poorest countries in the world with more than half the population living below the poverty line and surviving on less than US\$2 per day<sup>5</sup>. A fifth of Somali households depend on remittances as a source of income. Despite these massive challenges, the country continues to recover slowly from three decades of civil war and has witnessed a shift in the political landscape with the formation of the Federal Member States (FMS): Jubbaland State, South West State, Hirshabelle State, Galmudug State and Benadir Regional Administration. Together with Puntland State and Somaliland, these four Federal Member States and Benadir Regional Administration, make up the political landscape in Somalia. In contrast to the improving political situation, Somalia's operational environment continues to be very challenging, with insecurity, especially in Southern and Central states, hindering the delivery of assistance especially in rural areas.

The Federal Government of Somalia (FGS) launched the ninth Somalia National Development Plan (NDP-9). The NDP-9 covers the period 2020 to 2024 and focuses on poverty reduction with a detailed poverty analysis included. The NDP-9 covers national priorities across the chapters of inclusive politics, security and rule of law, economic development, social development and macroeconomic and fiscal framework.

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<sup>1</sup> UNFPA, 2014. Population Estimation Survey for the 18 pre-war regions of Somalia.

<sup>2</sup> OCHA Humanitarian Bulletin, February 2020.

<sup>3</sup> OCHA, 2020. Somalia Humanitarian Response Plan.

<sup>4</sup> Lloyd-Jones, T. & Papachristodoulou, N., 2019. Urbanization analysis and options for entry points for policy engagement and programmatic investments in Somalia.

<sup>5</sup> The World Bank Group, 2019. Somalia Economic Update. Available at:

<http://documents.worldbank.org/curated/en/811231567610111001/pdf/Somalia-Economic-Update-Fourth-Edition-Building-Education-to-Boost-Human-Capital.pdf>.

The Somali education sector is managed by the FGS Ministry of Education, Culture and Higher Education (MOECHE) who is responsible for the overall guidance and administration of the sector. At the FMS level, the sector is managed by the state level ministries of education. The education sector benefits from two overlapping coordination bodies, namely, the Education Cluster and the Education Sector Committee (ESC). The Education Cluster is co-led by UNICEF and Save the Children while the ESC is co-led by MOECHE and UNICEF. The cluster has 77 partners (42 national, 28 international, 4 UN and 3 donors) and acts as a platform for collaboration and coordination of education response in emergencies. The ESC membership consists of relevant line ministries, bilateral and multilateral organizations, international and local non-governmental organizations active in the education sector. The ESC plays a key oversight role in the implementation and monitoring of the Education Sector Strategic Plan (ESSP). In addition to the ESC and Education Cluster, a Nairobi based Education Donors Group (EDG) also ensures donor coordination. EDG members in Nairobi include EU (Coordinating Agency), USAID, World Bank, Canada, and Norway. DFID, UNICEF and Education Cannot Wait (ECW) participate remotely. At the request of the Coordinating Agency, the GPE Secretariat exceptionally participates in EDG meetings remotely or in person where possible.

Access to education in Somalia remains limited and according to the 2019 Annual Education Statistics Yearbook, the Gross Enrolment Rate is 23% for primary and 17% for secondary across the four FMS and Benadir. Approximately 35% of primary teachers are qualified and the pupil teacher ratio is 35:1. Girls make up 45% of enrolment at the primary level and 40% at secondary level. The primary survival rate to Grade 5 is at 67% (69% male, 64% female). The Gender Parity Index for primary is at 0.91 and 0.82 for secondary. Female teachers only make up 14.8% of primary teachers. Urban enrolment in primary/secondary represents 97% of the enrolment captured in the Education Management Information System (EMIS) data, indicating that most of the education facilities are concentrated in urban areas and/or that data is not reported/captured from rural areas due to lack of accessibility. Approximately 24% of primary and secondary students are enrolled in government-managed schools while 76% of students are enrolled in schools managed by the community, non-governmental organizations (NGOs) and the private sector<sup>6</sup>.

Access to education is hindered by a combination of factors such as poverty, the inability of parents to pay school fees, limited school infrastructure and security. Girls enrolment is consistently lower than boys across primary and this gap widens in secondary schools. This is due to a number of factors and various studies report that the main barrier to girls accessing education includes financial challenges (parents unable to pay school fees), early marriage, insecurity, negative attitude of parents, cultural barriers, household chores and the lack of education opportunities in their locality<sup>7</sup>. The barriers facing girls are further aggravated by inadequate and poor infrastructure and enrolment exceeding the capacity in nearly all schools.

### **Humanitarian Response Plan**

The Somalia 2020 Humanitarian Response Plan (HRP) targets 3 million people out of a total 5.2 million people in need and targets the following population groups: IDPs, rural and urban host

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<sup>6</sup> FGS MOECHE, 2019. Education Statistics Yearbook 2018/2019.

<sup>7</sup> Intersos, 2016. Barriers to girls education in South-Central Somalia. Research Report, available at: <https://www.intersos.org/wp-content/uploads/2017/09/BARRIERS-TO-GIRLS-EDUCATION-IN-SOUTH-CENTRAL-SOMALIA-Annex-1.pdf>

populations including pastoralists and agro-pastoralists, refugees and returnees. The HRP targets people in 74 districts across Somalia as shown in Table 1. The number of people targeted in the HRP takes into consideration the available response capacity and access constraint across the country. Humanitarian and development actors developed four collective outcomes to reduce needs, risks and vulnerabilities and increase resilience by 2022. The four collective outcomes represent areas where humanitarian and development actors collaborate to achieve the following:

- CO 1: Decrease the number of people in acute food insecurity and malnutrition rates;
- CO 2: Reduce the risks and vulnerabilities, and build resilience of displaced and host communities to reach durable solutions;
- CO 3: Increase the number of people with equitable access to basic social services;
- CO 4: Reduce the proportion of population affected by climate-induced hazards.

**Table 1. HRP Target Population**

<b>Population group</b>	<b>People in need</b>	<b>People targeted by the HRP</b>
IDPs	1.7 million	1.4 mil (49% male; 51% female)
Non-IDPs	3.4 million	1.6 mil (49% male; 51% female)
Refugees	41,000	41,000 (49% male; 51% female)
Returnees	108,000	17,000 (49% male; 51% female)

The funding requirements of the HRP for 2020 is US\$ 1.03 billion. Figure 1 below shows the overview map of the needs and response planned through the HRP.

**Figure 1. Overview map of needs and planned response<sup>8</sup>**

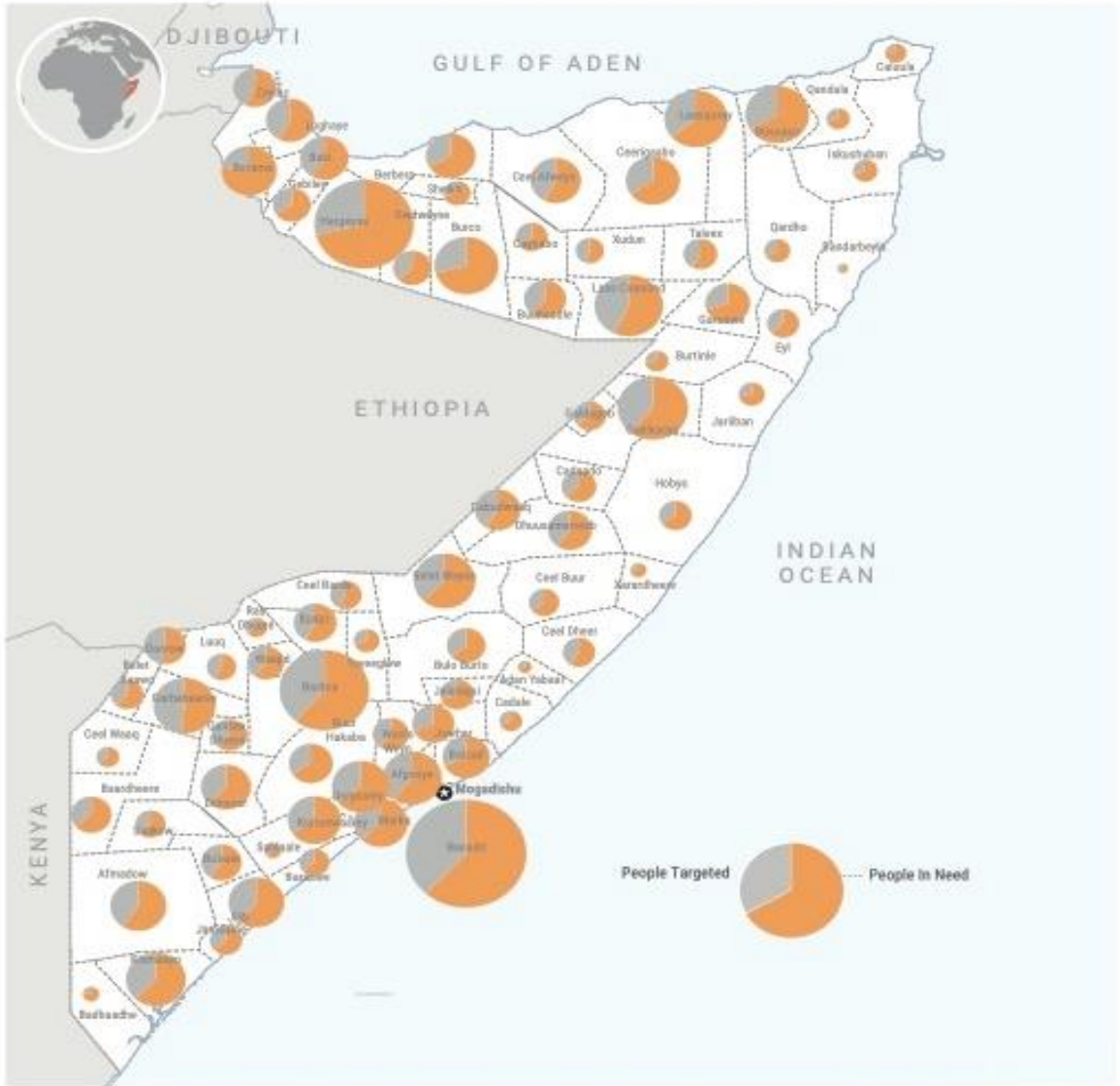
<sup>8</sup> OCHA, 2020. Somalia Humanitarian Response Plan.



# Needs and Planned Response

PEOPLE IN NEED	PEOPLE TARGETED	TREND (2015-2020)	WOMEN	CHILDREN	WITH DISABILITY
5.2M	3M		51%	63%	15%

Overview map



## Education Cluster 2020 Response Strategy

Across the country there are an estimated 4.5 million school-aged children (approx. 48% females; 52% males), of which 3 million children remain out of school. The Education Cluster estimates, in 2020, there are 1.37 million emergency affected children in need of assistance. The Education Cluster is targeting 307,283 (150,569 girls; 157,528 displaced; 149,755 non-displaced) crisis affected school-aged children in 2020. The cluster is targeting crisis affected children currently in school but at a high risk of dropping out due to the impact of emergencies on the families, with girls facing a higher risk of dropping out due to early marriage and increased risk of violence. In addition, children are at risk of dropping out as school fees become unmanageable for families when their livelihood opportunities are strained by the recurrent emergencies. The Cluster is also targeting crisis affected children who are currently out of school mainly because of displacement. The cluster response includes the provision of emergency school feeding, provision of safe drinking water, hygiene promotion and the provision of teachers' incentives to maintain teachers in schools and to lower the cost of education. The clusters response strategy also includes construction or rehabilitation of temporary learning spaces with gender friendly WASH facilities, provision of school furniture and provision of teaching/learning materials as well as training of teachers in inclusive and protective teaching and training of Community Education Committees (CECs) in school management and school safety. In addition, the cluster response integrates child protection activities in schools. This includes psychosocial support and psycho-social first aid, structured recreational activities, enhanced teacher support, establishment of referral pathways from schools to specialized child protection community services as well as training Child Protection Focal Points at target schools. The cluster response also includes the provision of training on safe schools and gender-based violence, training of master trainers and specific training of regional Education Cluster focal points. The cluster response is estimated to cost US\$ 41.75 million.

## Education Cannot Wait Multi-Year Resilience Program

The Education Cannot Wait (ECW) facilitated Multi-Year Resilience Program (MYRP) outcomes have been designed through a participatory process and respond to the urgent needs of emergency affected children and youth in Somalia. The ECW facilitated MYRP is based on a needs analysis conducted in 2018 to help inform program priorities and design. The program targets six main outcomes (Table 2 below). The MYRP outcomes contribute to achieving policy priority areas in the ESSP 2017-2020, Humanitarian Response Plan and the Education Cluster Protection Strategy.

**Table 2. ECW-facilitated MYRP Program Outcomes**

<b>Outcome 1</b>	Equitable access to education for emergency-affected children and youth is increased
<b>Outcome 2</b>	Learning outcomes are improved for emergency-affected children and youth
<b>Outcome 3</b>	Gender equity and equality are increased
<b>Outcome 4</b>	Protective learning environments are established for emergency-affected children and youth
<b>Outcome 5</b>	Communities are more resilient to shocks and prioritise education for children
<b>Outcome 6</b>	The capacity of Federal MOECHE to manage education in emergencies is strengthened

The ECW MYRP is presented through the analytical frameworks of resilience and continuity of education, centrality of quality learning in safe and protective environments, gender equity and social inclusion and localization agenda and Accountability to Affected Population (AAP). The MYRP uses cash grants to schools, managed by CECs, as a key strategy in the implementation of program activities. The MYRP targets public primary schools and ABE centers in Benadir, Hirshabelle, South West, Galmudug and Jubbaland. In addition, the MYRP also targets community run schools in districts where public schools are not available. The program targets children aged 6-14 years for enrolment in public primary schools and children aged 14-18 for enrolment in public ABE schools. The specific target groups for the MYRP are girls, pastoralists, rural communities, urban poor host communities, out-of-school youth, IDPs and returnees. Through the ECW seed funding, the program is currently implemented in 64 schools across South West (10 schools), Galmudug (10 schools), Jubbaland (10 schools), Hirshabelle (22 schools) and Benadir (12 schools). In terms of budget, the MYRP total budget is \$67,563,544 of which only \$8,732,077 is funded. A total \$58,831,467 remains unfunded.

### 3. Program Design

The GPE funded Accelerated Funding (AF) program will contribute towards the implementation of part of the ECW MYRP outcomes. The AF program will focus on achieving the first three MYRP outcomes, namely, (a) equitable access to education for emergency affected children is increased; (b) learning outcomes are improved for emergency affected children; and (c) gender equity and equality are increased. Table 3 shows the MYRP and AF corresponding outcomes.

**Table 3. MYRP and AF program outcomes**

	<b>ECW program outcomes</b>	<b>Accelerated funding program outcomes</b>
<b>Outcome 1</b>	Equitable access to education for emergency-affected children and youth is increased	Equitable access to education for emergency-affected children is increased
<b>Outcome 2</b>	Learning outcomes are improved for emergency-affected children and youth	Learning outcomes are improved for emergency-affected children
<b>Outcome 3</b>	Gender equity and equality are increased	Gender equity and equality are increased
<b>Outcome 4</b>	Protective learning environments are established for emergency-affected children and youth	-
<b>Outcome 5</b>	Communities are more resilient to shocks and prioritise education for children	-
<b>Outcome 6</b>	The capacity of Federal MOECHE to manage education in emergencies is strengthened	-

The AF program will take two strategic approaches: (a) increasing access to education for out-of-school vulnerable displaced children and children from poor families in host communities; and (b) retention of emergency affected children already in school but at risk of dropping out. The AF program will integrate child protection activities at the school level enhancing education's

protective role. The program will promote protective learning environments for emergency affected children through promoting child rights, wellbeing and improving the safety and conduciveness of the learning environment. For Outcome 1, the AF program will contribute to the ECW MYRP outputs aimed at tackling some of the access barriers facing children in emergency settings. Activities under outcome 1 are: (a) provision of school feeding/water for 10,000 children; (b) construction of 88 temporary classrooms and 50 gender friendly WASH facilities; and (c) incentive payment for 400 teachers and 50 head teachers. For Outcome 2, the AF program will contribute to the MYRP by improving the quality of teaching and learning in classrooms through: (a) providing teaching and learning materials (including textbooks) for 10,000 children; (b) training 400 teachers and 50 head teachers and providing follow up mentoring support; and (c) training CEC members in emergency affected schools in child protection, school safety, disaster management and school improvement planning. Outcome 3 specifically targets increasing gender equity and equality through the recruitment, training, deployment and payment of incentives for 50 female teachers, the provision of dignity kits to 3,000 girls and school uniforms to 5,000 girls and through conducting a community awareness campaign to tackle some of the negative cultural barriers preventing girls from accessing education. The distribution of the dignity kits and school uniforms will be needs based. One of the key barriers to girls' education from the demand side is the inability of parents to provide for their girls' educational needs, and the provision of these dignity kits and school uniforms will go a long way to improving girls' access to education. The AF program will not include any activities under Outcome 6 (strengthening MOECHE capacity) as this is covered extensively under a multitude of programs including the ECW program and GPE-funded Education Sector Program Implementation Grant (ESPIG), therefore the AF program will focus solely on increasing access, improving learning outcomes and increasing gender equity for emergency affected children.

Table 4 below shows the target number of children for the overall MYRP for primary education, and also shows the number of beneficiaries to be reached through the ECW seed funding and AF program. Table 5 provides the target number of teachers to receive training and/or financial support and the number of school facilities to be constructed/rehabilitated through the ECW seed funding and AF program. Overall, the AF program contributes to achieving the target indicators set in the ECW MYRP.

**Table 4. Target Beneficiaries for Formal Primary Education under ECW MYRP**

<b>Targets</b>	<b>Overall MYRP targets</b>	<b>ECW seed funds</b>	<b>GPE AF program</b>
Year 1	244,140 (50% females)	23,000 (50% females)	-
Year 2	313,000 (50% females)	28,060 (50% females)	21,520 (50% females)
Year 3	401,000 (50% females)	34,233 (50% females)	-

**Table 5. Target Number of Teachers and Learning Spaces**

	<b>Overall MYRP targets (Y1, Y2, Y3)</b>	<b>ECW seed funds</b>	<b>GPE AF program</b>
Number of teachers to be trained	768 (40% females)	256 (40% females)	450 (30% females)
Number of teachers to be supported financially	960 (40% females)	320 (40% females)	450 (30% females)
Number of school facilities constructed/rehabilitated	480	64	88 (classrooms)

**Targeting and startup phase:** The AF program will target both public and community run formal primary schools as well as ABE centers in the four FMS and Benadir. Specific targets include children from IDP communities, returnees, the most disadvantaged urban host communities and children with disabilities. Similar to the ECW program, the AF program will support children's access to formal primary and will also target overage children who have never attended school or have dropped out of formal education, for access to alternative basic education. Disaggregated data for target children is provided in the Results Framework in section 4 of this program document. Approximately, up to a maximum of 100 schools across the four FMS and Benadir will be identified and selected prioritizing locations worst affected by the emergency, with the highest priority needs and with the largest IDP concentration with limited or no education facilities. This includes targeting locations affected by severe food insecurity, with high IDP concentration and locations affected by the recent flooding in 2019. In the first instance, the AF program will top up existing ECW schools (if necessary) and will also target new schools to broaden the scope of coverage. The specific target districts will be finalized during the project startup phase when the target schools will also be identified across the four FMS and Benadir. Once the target schools have been identified, the AF program will conduct a baseline assessment / needs analysis to help inform priority interventions in each school. Based on the outcome of the baseline assessment / needs analysis, some of the target schools may receive all of the planned interventions and activities while other target schools may receive part of the planned intervention and activities. Project start up activities include the following:

- Develop targeting criteria for the selection of the target schools;
- Target schools' identification and selection across the four FMS and Benadir;
- Conduct program baseline / needs assessment in the selected schools;
- Develop priority intervention plan per target school based on the baseline/needs assessment;
- Develop implementing partners work plan and budget breakdown per school/ per FMS.

Under the ESPIG and MCA programs approximately 1,000 schools benefit from various target interventions. This includes capitation grants, strengthening of CECs, distribution of textbooks, tailored in-service teachers training, quarterly supervisory visits, MLA assessments, classrooms construction/rehabilitation, head teachers training and construction of libraries. The targeting for schools under the AF program will prioritize schools that are in emergency settings, which means that there will be some overlap with schools currently supported by the ESPIG/MCA particularly schools in IDP and emergency settings (e.g. locations affected by the drought, flooding). It is important to note that the ESPIG/MCA programs support a large portion of accessible schools in Southern and Central regions of Somalia, which means that some overlap is highly likely across the various funded GPE programs. The Program Management Unit oversees all GPE funded programs in FGS and will ensure that activities (e.g. distribution of learning materials) are not duplicated across the different GPE funded grants. The AF program will also work closely with the Grant Agent of ECW funded program (ADRA) to ensure there is no duplication between the AF program interventions and ECW interventions in the target schools/locations. The details of possible overlap in school selection will be determined during the AF program startup phase.

While this proposal does not specifically target COVID-19 response activities, however certain outputs will contribute to mitigating the impact of the outbreak. For example, the provision of water (output 1.1) and WASH facilities (output 1.2) play an important role in protecting the health

of children during all infectious diseases outbreak, including the current COVID-19 outbreak. This will be provided in schools if schools reopen for the new academic year in August 2020, alternatively the program will adapt and provide this in the communities to reach children if schools do not reopen in August 2020. The provision of teachers incentives (output 1.3) will act to mitigate the impact of COVID-19 on the teaching workforce and mitigate the loss of teachers within the education sector. The program will work closely and coordinate with all other partners on the ground engaged in the wider COVID-19 response.

### **Theory of Change (TOC)**

The Theory of Change posits that if (a) increased equitable access to primary and ABE education for emergency affected children (outcome 1); and (b) improved learning outcomes for crisis affected children (outcome 2); and (c) increased gender equity (outcome 3) are achieved, then the education attainment, safety of Somali girls and boys affected by crisis will improve contributing to resilience building within increasingly peaceful, secure and democratic environment (ECW program goal). The key assumptions underpinning the AF program are:

- While Somalia enters an election cycle (2021) the main assumption is the country will maintain a minimum level of political, security and economic stability.
- FGS and FMS maintain the commitment and support for program activities.
- Schools remain open and accessible for the program. In light of the developing situation with COVID-19, the key assumption made is that schools will reopen and are accessible for program implementation. If schools remain closed, then certain program activities will be reprogrammed.
- Other initiatives mitigate the potential negative impact of emergencies (drought, floods, conflict).

Table 6 below presents the AF program TOC. The AF program TOC is based on the MYRP strategy and contributes to the same outcomes and goal.

**Table 6. Theory of Change**

Challenges/Problems	Outputs	Intermediate Outcomes	Outcomes	Overall goal
Lack of equitable access to quality primary / alternative basic education for Somali children with emergency affected children being most affected.	<ul style="list-style-type: none"> <li>Provision of food and water to 10,000 children in emergency affected schools.</li> <li>Construction of 88 temporary classrooms and 50 WASH facilities in emergency affected schools.</li> <li>Incentives are paid to 400 teachers and 50 head teachers in emergency affected schools.</li> </ul>	<ul style="list-style-type: none"> <li>Learning spaces are available and accessible.</li> <li>Most vulnerable children are enrolled and retained in schools.</li> <li>Teachers are available and motivated.</li> </ul>	Equitable access to education for emergency-affected children is increased.	Improved educational attainment, safety of Somali girls and boys affected by crisis, contributing to resilience building within increasingly peaceful, secure and democratic environment (ECW MYRP program goal).
Poor learning outcomes at primary level due to poor quality of teaching, lack of trained and motivated teachers, and lack of sufficient learning materials.	<ul style="list-style-type: none"> <li>Provision of teaching and learning materials for 10,000 emergency affected learners.</li> <li>Training of 400 teachers and 50 head teachers in methodology, disaster management and child protection.</li> <li>Training of CECs in emergency affected schools in disaster management, child protection and school improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>Schools have adequate teaching and learning materials.</li> <li>Teachers are exhibiting a good understanding of methodology, child protection and disaster management.</li> <li>CEs are able to develop school improvement plans.</li> </ul>	Learning outcomes are improved for emergency-affected children.	
Gender disparities in the teaching workforce are high, with women only making up 14.8% of the teaching staff at primary level.	<ul style="list-style-type: none"> <li>Recruit, train and deploy 50 female teachers to the target schools. Includes incentive payment for 50 female teachers.</li> <li>Provision of dignity kits to 3,000 girls in the target schools.</li> <li>Provision of school uniforms for 5,000 girls in target schools.</li> <li>Conducting community awareness raising/sensitization.</li> </ul>	Girls of school age are enrolled and retained in school.	Gender equity and equality are increased.	



## Outcome 1: Equitable access to education for emergency affected children is increased

Somalia has one of the lowest enrolment rates in the world with only 32% of children having access to primary education across the entire country<sup>9</sup>. Enrolment rates are much lower for girls at primary at 45%. Approximately 72% of IDP children aged 5-17 years do not attend school<sup>10</sup>. Of the 972,000 out of school IDP children, at least 54% (524,880) are girls. In addition, only 18% of children in rural households are in school<sup>11</sup>. The 2018/2019 Annual Education Statistics Yearbook predominately captures urban enrolment indicating that most of the education facilities are concentrated in urban areas and/or that data is not reported/captured from rural areas due to lack of accessibility. Children with disabilities are also particularly disadvantaged. The 2018/2019 Annual Education Statistics Yearbook only reports 811 children enrolled in primary with special needs (430 male; 381 females). The total population of children with special needs across the country is unknown.

The low enrolment rate across the country is caused by a multitude of factors including the inability of parents to pay school fees, inadequate school infrastructure, lack of safe drinking water and security. Food insecurity as a result of the recurrent droughts, floods and conflict is also one of the causes of low access to education. In a context such as Somalia, food insecurity continues to be a significant challenge where 5.2 million people are predicted to remain food insecure in 2020<sup>12</sup>. The UN World Food Program (WFP) agency works with partners in Somalia to provide food assistance to vulnerable households, however the assistance provided is not sufficient to reach all vulnerable people in the country<sup>13</sup>. School feeding has been shown to have a significant impact on the retention of emergency affected children in schools<sup>14</sup>. In addition to food, water is also an important element in schools. Across the country, water and sanitation remain a challenge as an estimated 90% of schools do not have access to safe drinking water. The availability of water, gender segregated WASH facilities and sanitary materials for girls has been shown to minimize the risk of girls dropping out of school<sup>15</sup>.

Inadequate school infrastructure is one of the key gaps identified from the secondary review and primary data collection of the MYRP. The MYRP reports that just 3.4% of schools in Southern and Central regions are classed as being in 'good' condition. Around 30% of 'temporary' learning facilities in most states are commonly utilized for emergencies such as service for IDP communities, or as an interim measure to provide access to education for communities with scarce resources. Water and sanitation are a key challenge in ensuring positive education outcomes. In Central and Southern regions, an estimated 90%<sup>16</sup> of schools do not have access to safe drinking water. The combination of poor school infrastructure, lack of safe drinking water and low number of latrines is a key barrier to girls' education, hindering girls access to and retention in education<sup>17</sup>.

Across Somalia, there is an acute teacher shortage. According to the 2019 Annual Education Statistics Yearbook, there are a total 6,296 teachers (14.8% females) of which only 22% work in Government run schools. Approximately 35% of primary teachers are qualified. Teacher

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<sup>9</sup> Ministry of Education, Culture and Higher Education. Annual education statistics yearbook, 2019/2020.

<sup>10</sup> Joint Multi-Cluster Needs Assessment - JMCNA - Regional Profiles (REACH) August 2018

<sup>11</sup> UNICEF State of the World's Children 2016, data tables available at: <http://data.unicef.org/resources/the-state-of-the-world-s-children-2016-statistical-tables.html>

<sup>12</sup> OCHA, 2020. Humanitarian response plan for Somalia.

<sup>13</sup> WFP Somalia Country Brief, January 2020.

<sup>14</sup> Somalia Education Cluster 2020 Response Strategy Note.

<sup>15</sup> Somalia Education Cluster 2020 Response Strategy Note.

<sup>16</sup> Somalia Humanitarian Needs Overview, 2018

<sup>17</sup> Ministry of Education, Culture and Higher Education, 2018. ECW funded MYRP program document.



salaries/incentives are paid by a variety of actors in Somalia including the Government (27%), NGOs, communities (13%) and the private sector (60%). The Government, through the support of the World Bank's Recurrent Cost and Reform (RCRF) program, pays the salaries of 54 head teachers, 894 primary teachers, 40 secondary teachers and 158 other staff (e.g. guards, cleaners and other admin staff). Head teachers salaries are US\$415 per month, while both primary and secondary teachers receive US\$330 per month. Teachers' salaries are paid by the Government through the Treasury Single Account (TSA) held by the Ministry of Finance (MOF). A number of NGOs pay teachers' incentives of US\$ 100 per month, however exact data is not available to quantify NGO's support for teachers' incentives payment. Most NGOs pay teachers incentives directly to the teachers bypassing the TSA in-country system. The availability of teachers, training level and their motivation plays a key role in expanding access to education, retaining children in schools and in improving learning outcomes of children.

In addition to providing access to education, the retention of children once they are enrolled remains an enormous challenge in Somalia. The ECW-facilitated MYRP proposes to use a number of interventions to increase access to education and ensure children stay once they are enrolled. One of the core strategies of increasing access to education is school construction to improve the presence of adequate learning spaces for children, while school feeding programs have been shown to be an effective strategy in increasing enrolment of children as well as in retaining children in school and improving learning outcomes. As such, the construction of classrooms is adopted as a strategy in the MYRP to increase access to education for emergency affected learners while the provision of school feeding, and sufficient water are strategies adopted to increase access and retention. An adequate teachers' supply is also key for expanding access and retaining children in education, therefore the MYRP proposes the payment of teachers' incentives as a strategy to expand access and improve the quality of education. In line with the proposed ECW MYRP strategies, the AF program will: (a) provide school feeding including provision of sufficient water for 10,000 emergency affected children; (b) construction of 100 new temporary classrooms and 50 WASH facilities specifically targeting the enrolment of IDP children; and (c) incentive payment for 400 teachers and 50 head teachers in emergency affected schools. Outcome 1 will target both public and community run formal primary schools as well as ABE schools.

*Output 1.1: Provision of food and water for 10,000 children in emergency affected schools*

The program will support the provision of food and water to 10,000 children (50% girls, 15% children with disabilities, 40% rural children, age 6-14years) in emergency affected schools located in the four FMS and Benadir, targeting both public and community run formal primary schools as well as ABE schools. The FMS MOEs and FGS MOECHE, working closely with the Grant Agent, will select schools primarily targeting locations hit worst by the emergency (floods, droughts, conflict) and locations with the largest IDP children concentration. Similar to the ECW MYRP, the modality of support to the schools will be through cash grants to be managed by the CECs. Emergency cash grants have been used in Somalia as a mechanism for localization of planning and decision making at the school level. Food for school feeding can be purchased by schools locally stimulating local markets. The program will assess the schools' capacity as part of the baseline assessment and will provide cash grants to schools with sufficient capacity to manage the grants. The Grant Agent and consortium partners will directly purchase food/water for schools that do not have sufficient capacity to manage cash grants. The program will work closely with other partners on the ground providing school meals such as WFP to ensure complementarity of activities, avoiding duplication of effort and building on lessons learned and existing expertise. School feeding will not be provided to all target schools, but be limited to schools identified to be most vulnerable (e.g. severely affected by drought,

floods, conflict) with the most children at risk of dropping out of school. Specific activities under this output include:

- Develop targeting criteria for schools to receive school feeding support (e.g. schools with most at risk children of dropping out);
- Identify emergency affected children to be supported with school feeding/water;
- Develop school guidelines for cash grant utilization (drawing upon the existing ESPIG school capitation grants guidelines);
- Sign of MOUs between the schools, FMS MOEs and Grant Agent;
- Disburse cash grants;
- Monitor and verify the use of cash grants.

*Output 1.2: Construction of 88 temporary classrooms and 50 WASH facilities*

The program will construct 88 temporary classrooms and 50 WASH facilities primarily targeting locations with the largest IDP concentrations with limited education facilities in the four FMS and Benadir. The distribution of the temporary classrooms and WASH facilities will be based on needs assessment conducted in the target schools determining how many temporary classrooms and WASH facilities are to be constructed in each of the target schools. The program will focus on expanding the capacity of existing schools through the extension with additional temporary learning spaces and gender segregated WASH facilities, specifically targeting additional enrolment of IDP children in selected locations. All newly constructed temporary classrooms will be made accessible for children with disabilities. The program will expand existing schools capacity to absorb additional children (specially targeting IDP children) through the construction of temporary learning spaces. The program will not construct standalone temporary schools. Since all temporary classrooms' construction is taking place in existing schools, the program does not anticipate the need for large scale recruitment of teaching staff. Some schools may opt to use existing teaching staff to accommodate the additional temporary classrooms (e.g. double shift arrangement), while other schools will continue to mobilize community support to sustain the progress made. In addition, under output 1.3, the program will support the payment of teacher incentives for existing teachers that are not receiving any other support.

The program will also provide the necessary school furniture for the newly constructed temporary learning facilities. Specific activities for this output include:

- Conduct infrastructure assessment of the selected schools;
- Construct of 88 temporary classrooms and 50 WASH facilities;
- Provide furniture for the newly constructed temporary classrooms.

*Output 1.3: Incentives are paid to 400 teachers and 50 head teachers*

The program will pay teachers incentives of US\$100 to 400 teachers and US\$150 to 50 head teachers in the selected target schools. The program will develop the selection criteria for teachers to receive incentives (prioritizing existing female teachers, teachers in remote areas and IDP settings) jointly with the FMS MOEs and FGS MOECHE. Based on the developed selection criteria, school management (head teachers) and CECs will jointly identify and select the teachers to be targeted. The Regional Education Officers will approve the schools' teachers' lists. The program will then work closely with the FMS MOEs and FGS MOECHE to verify the developed teachers lists prior to the disbursement of the incentives. The program will map the support provided by the different partners to existing teachers in the selected schools as part of the baseline assessment and ensure there is no duplication in the payment of teachers' incentives.

Ideally, established in-country systems and the TSA should be used for the disbursement of teachers incentives, however this output has not been captured in the 2020 Government Appropriation Act and the AF program will not be approved in time to include this output in the Supplementary Budget Amendment at the National Parliament. Therefore, SC and implementing partners will disburse teachers incentives directly.

Specific activities under this output include:

- Develop criteria for teachers' selection (as to prioritize female applications);
- Identify teachers and head teachers to receive incentives based on the criteria;
- Verify teachers and head teachers lists;
- Grant Agent and implementing partners to disburse incentives directly to teachers through mobilise phone payments.

Output 1.3 is linked to Output 3.1 (recruitment and deployment of 50 female teachers) where 50 of the 400 teachers receiving the incentives will be newly recruited female teachers. Output 1.3 is also linked to Output 2.2 (training of teachers) where the teachers receiving the incentives will also receive teachers training under Output 2.2.

## Outcome 2: Learning outcomes are improved for emergency affected children

Learning outcomes in Somalia remain poor, indicating children are seldom learning in class. There is a widespread shortage of learning materials as well as a shortage of qualified and motivated teachers. Children's learning outcomes suffer as a result. A study indicated that literacy skills are low with aggregate scores of 26 and 45 per cent for Somali and English respectively<sup>18</sup>. In response, the ECW MYRP targets the improvement of the quality of teaching and learning through the provision of teaching and learning materials, teacher training, quality assurance of teaching and learning, training of CECs in school improvement and provision of recreational facilities.

Various protection related challenges also hinder children's safe access to protective learning environments. Across Somalia, teachers are often not equipped with the skills to handle classroom management and lack the ability to conduct their lessons in a child friendly manner. According to the Child Protection Rapid Assessment (CPRA, 2017), teachers often use verbal and physical punishment to maintain control of the classroom, which negatively impact children's well-being and learning outcomes<sup>19</sup>. Some studies report that girls are particularly vulnerable to public punishment and intimidation by teachers<sup>20</sup>. According to the CPRA (2017), 54% of head teachers acknowledge the use of corporal punished in their school and 56% of head teachers identified peer abuse (bullying) as a protection issue in their school. In addition to school environments, abuse and violence against children also happens in the wider communities where they live. Various types of child rights violations are reported in the community including early marriage (reported by 93% of head teachers), child labor (reported by 21% of head teachers) and child trafficking (10% of head teachers reporting traffickers

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<sup>18</sup> Wafula, C., and Mulongo, G., 2020. Are children in South and Central Somalia accessing education and are they learning? Baseline information. Available at: <<https://www.sciencedirect.com/science/article/pii/S2590291119300117>>

<sup>19</sup> Somalia Education Cluster, 2017. Child Protection Response Framework.

<sup>20</sup> Intersos, 2016. Barriers to girls education in South-Central Somalia. Research Report, available at: <https://www.intersos.org/wp-content/uploads/2017/09/BARRIERS-TO-GIRLS-EDUCATION-IN-SOUTH-CENTRAL-SOMALIA-Annex-1.pdf>

target girls and 14% of head teachers reporting boys being targeted by trafficker and sexual abuse)<sup>21</sup>.

In line with the proposed ECW MYRP strategies, the AF program will contribute to improving the learning outcomes for emergency affected children by: (a) providing teaching and learning materials including textbooks for 10,000 children; (b) training 400 teachers and 50 head teachers in methodology, disaster management and child protection and providing follow-up mentoring support; and (c) training CEC members in emergency affected communities in child protection, disaster management and school improvement planning.

*Output 2.1: Provision of teaching and learning materials for 10,000 emergency affected learners*

The program will provide teaching and learning materials (including textbooks) to 10,000 emergency affected children (50% girls, 15% children with disabilities, 40% rural children, age 6-14 years) in the selected target schools. Under the existing ESPIG, 1,040,000 textbook copies were distributed to more than one thousand schools in the four FMS and Benadir. This has resulted in a pupil textbook ratio of 2:1 for Grades 1-4 and a pupil textbook ratio of 3:1 for Grades 5-8 in the targeted schools. Under the AF program, the selected school needs will be identified as part of the baseline assessment and learning, and teaching materials allocations will be based on the identified needs. Schools currently supported by the ESPIG/MCA may be selected as part of the AF program target schools, however schools that have not received any textbooks or learning materials will be prioritized over schools that have already received support under the ESPIG/MCA. The teaching and learning materials provided will be in line with the national curriculum, strengthening national curriculum delivery in emergency affected schools and improving students (especially IDP students) access to textbooks. Specific activities include:

- Procure teaching and learning materials for 10,000 students;
- Procure textbooks and teaching guides for 10,000 students;
- Distribute teaching and learning materials to target schools/students.

*Output 2.2: Training of 400 teachers and 50 head teachers in methodology, disaster management and child protection*

The program will train 400 teachers and 50 head teachers in methodology, child protection, school safety and disaster management. The course will be delivered by locally accredited universities for two weeks during school breaks. The training will provide teachers with the necessary skills and tools to upgrade their classroom interactions. Currently a unified teacher training curriculum (SCOTT) is in use in Somalia for in-service and pre-service teachers. Teachers undertake a two-year training after which they receive certification. The program will work with the FGS MOECHE to develop a short-condensed course content that can be delivered to teachers in emergency affected schools. The course content will also include INEE inclusive education, protection, gender-based violence prevention and socio-emotional learning modules, which will equip teachers to manage classrooms and lessons in a child friendly manner. The course content will also integrate gender-based violence prevention and school safety ensuring that teachers are able to promote a protective learning environment where children's wellbeing and safety is central. In addition, the training content will also include raising teachers awareness on the implementation of COVID-19 preventative measures at the school level. Existing female teachers will be prioritized for receiving the training. The

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<sup>21</sup> Somalia Education Cluster, 2017. Child Protection Response Framework.

teachers trained under output 2.2 will be the same teachers receiving incentives under output 1.3. Specific activities include:

- Review of available training materials, identify key gaps and develop/finalize content of teachers training;
- Develop teacher training manual and mentors coaching protocol;
- Train 400 teachers and 50 head teachers by local universities during school breaks;
- Follow up mentoring sessions conducted at the school level.

*Output 2.3: Training CECs in emergency affected schools in disaster management, child protection and school improvement planning*

CECs in target schools will be trained on school improvement planning, school safety, disaster management and child protection. This will enable CEC members to manage schools during times of crisis and emergency. In addition, CECs will be trained on children's rights and how to ensure schools are violent free learning environments with zero tolerance to gender-based violence, child abuses including bullying in and out of school. The CEC training content will integrate gender-based violence prevention and school safety ensuring that CEC members can ensure schools remain as protective learning environment where children's wellbeing and safety is safeguarded. In addition, the CEC training content will also include raising CEC members awareness on the implementation of COVID-19 preventative measures at the school and community level.

### Outcome 3: Gender equity and equality are increased

Gender based inequities in education continue to manifest at primary and secondary school levels. The Gender Parity Index at primary level is at 0.91 and 0.82 for secondary. The primary survival rate to Grade 5 is at 67% (69% male, 64% female). This implies that fewer girls survive to higher grade levels after enrolment. The Education Sector Analysis (2017) cites several factors for the low survival rate ranging from economic barriers to participation and difficulty with access to education facilities<sup>22</sup>. Available EMIS data shows that gender disparities in the teaching workforce are high, with women only making up 14.8% of the teaching staff at primary level<sup>23</sup>. The REACH assessment cited several barriers to education facing both boys and girls including violence at school, no school to attend and school fees<sup>24</sup>. REACH assessment also reported that domestic work, early marriage, timing of classes and economic constraints force many girls to leave school early, leading to higher dropout rates. Menstruation can also inhibit girls' attendance if schools lack proper sanitation facilities and sanitation kits. The provision of sanitary materials for girls has been shown to minimize the risk of girls dropping out of school. Cultural norms and practices also contribute to denying girls education opportunities where boys are often first beneficiaries of limited available social goods such as education to the detriment of girls. In the event of financial barriers, parents often choose not to send girls to school. It is recommended to incentivize families to be able to send girls to schools and this support can be in the form of provision of school fees, school uniforms, books and stationary for girls<sup>25</sup>. In addition, increasing the number of female teachers has a positive impact on girls' education, enrolment and retention<sup>26</sup>. This is due to a number of complex factors including female teachers providing role models for girls, promoting more girls friendly learning and representing and advocating for girls needs at the school level. A more detailed

<sup>22</sup> Ministry of Education, Culture and Higher Education, 2017. Education Sector Analysis.

<sup>23</sup> Ministry of Education, Culture and Higher Education. Annual education statistics yearbook, 2019/2020.

<sup>24</sup> Joint Multi Cluster Needs Assessment (JMCNA) 2019, REACH

<sup>25</sup> Intersos, 2016. Barriers to girls education in South-Central Somalia. Research Report, available at: <https://www.intersos.org/wp-content/uploads/2017/09/BARRIERS-TO-GIRLS-EDUCATION-IN-SOUTH-CENTRAL-SOMALIA-Annex-1.pdf>

<sup>26</sup> UNESCO, 2006. The impact of women teachers on girls' education: advocacy brief.

analysis of the key issues related to children's low enrolment rates specially across different groups (e.g. girls, IDPs, children with disabilities) can be found in the MYRP program document. The ECW funded MYRP is also undertaking a detailed gender analysis which is due to be completed in May 2020. The AF program will be informed by the outcome of the MYRP gender analysis.

Achieving equity in education for girls, particularly those from marginalised groups such as pastoralist children, IDPs and the urban poor, is a priority cross-cutting objective of the ESSP. One of the ESSP strategies to achieve equity in education is through the recruitment of more female teachers. Therefore, to address some of the gender-based inequities, the AF program will recruit and deploy female teachers to the target primary and ABE schools. The AF program will also provide sanitary kits and school uniforms for girls in the target schools and conduct an awareness campaign to tackle some of the negative cultural barriers facing girls.

*Output 3.1: 50 female teachers recruited, trained and deployed*

The program will work closely with the FMS MOEs and FGS MOECHE to recruit 50 female teachers. The newly recruited female teachers will receive training (Output 2.2) and US\$ 100 incentives (Output 1.3). The female teachers will be deployed to the target primary and ABE schools. Specific activities under this output include:

- Recruit 50 female teachers;
- Train female teachers (under output 2.2);
- Deploy female teachers to target schools;
- Pay incentives (under output 1.3).

*Output 3.2: Provision of sanitary kits and school uniforms for girls in target schools*

Under this output, the program will provide sanitary kits for 3,000 girls in the target schools. The program will also provide school uniforms for 5,000 girls from vulnerable households in the target schools.

*Output 3.3: Community awareness raising/sensitization*

To address gender equity, the program will work with the FMS MOEs and FGS MOECHE to conduct community awareness, dialogue and sensitization with the aim of tackling some of the harmful social norms and cultural practices that hinder girls' education. The awareness campaign will be school based and CECs, school management, parents and students will be mobilized to take part in this. Through this awareness campaign, parents and the community will be engaged to address key perceptions around the importance of girls' education, the key barriers preventing girls from accessing education (including harmful cultural practices, house chores etc) and possible solutions and actions to be undertaken at the school/community level. Details of the campaign content, key messaging, and target locations will be finalized during the startup phase of the program.

### [Complementarity with other donor funded programs](#)

The AF program will work closely with other donor funded programs and ongoing initiatives, including:

- UN OCHA Education and Protection Cluster projects: the program will work closely with the Education and Protection Clusters ensuring synergy with ongoing interventions in target locations.
- ECHO education in emergency projects: There are three ongoing ECHO funded interventions being implemented by three consortiums consisting of SC/ADRA,

CARE/Mercy Corps and UNICEF. The AF program will work closely with all three consortiums to ensure there is no duplication of effort and harmonizing approaches in the target locations.

- EU education programs in Somalia: The program will coordinate closely with all ongoing EU funded education programs in the country. This includes the Strengthening Education and Training in Somalia, technical assistance program and other projects.
- World Bank support to education sector: The program will coordinate closely with the World Bank on teacher's incentive payment ensuring no duplication of effort across the target schools/locations.
- NORAD funded education programs: The AF program will coordinate closely with NORAD funded Strengthening Equity, Access and Quality of Education in Somalia specifically in the target areas.
- DFID-funded Girls Education Challenge: The AF program will coordinate closely with the CARE and Relief International implemented Girls Education Challenge programs. The AF program will benefit from some of the materials developed by the GEC projects in particular CEC trainings, training guides and support for female mentors.
- GPE-funded ESPIG: The AF program will coordinate closely with both GPE-funded ESPIG programs implemented by CARE and SC. The program will benefit from the systems strengthening components of both ESPIGs and in particular the strengthened capacity of FGS MOECHE and FMS MOEs for program implementation.
- USAID-funded education program: the program will coordinate closely with the Bar-ama-Baro non formal education program implemented by Creative Associates and SC.

#### 4. Results Framework

The table summarizes the main outcome and output indicators. Where possible data will be disaggregated by gender, age and disability.

<b>Overall objective: Improved educational attainment, safety of Somali girls and boys affected by crisis, contributing to resilience building within increasingly peaceful, secure and democratic environment</b>						
<b>Indicator</b>	<b>Source of Data</b>	<b>Periodicity</b>	<b>Baseline</b>	<b>Milestone 2020</b>	<b>Milestone 2021</b>	<b>Target</b>
<b>Outcome 1</b>	<b>Equitable access to education for emergency affected children is increased</b>					
Cumulative number of emergency affected children (disaggregated by gender- and disability) with increased access to primary education	School registers, EMIS and project reports	Annually	TBD	10,760 children (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)	10,760 children (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)	21,520 children (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)
	<b>Output 1.1: Provision of food and water for 10,000 children in emergency affected schools</b>					
# of children reached with school feeding program and benefitting from water supply at school level	Activity report, program monitoring reports	Annually	0	5,000 children (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)	5,000 children (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)	10,000 children (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)
	<b>Output 1.2: Construction of 100 temporary classrooms and 50 WASH facilities</b>					
# of new temporary classrooms and WASH facilities constructed	School records, project reports and MOECHE reports	Annually	0	44 temporary classrooms, 25 WASH facilities	44 temporary classrooms, 25 WASH facilities	88 temporary classrooms, 50 WASH facilities
	<b>Output 1.3: Incentives are paid to 400 teachers and 50 head teachers</b>					



# of teachers receiving incentives	School records, MOF payment records, project monitoring reports and MOECHE reports	Annually	0	400 teachers, 50 head teachers	400 teachers (30% female), 50 head teachers	400 teachers (30% female), 50 head teachers
<b>Outcome 2</b>	<b>Learning outcomes are improved for emergency affected children</b>					
Proportion of children (sex, age- and disability-disaggregated) supported by program in Grades 2 or 3 who achieve at least a minimum proficiency level in reading and math	Program baseline and final evaluation	Annually	TBD	-	10% increase above baseline (50% girls)	10% increase above baseline (50% girls)
	<b>Output 2.1: Provision of teaching and learning materials for 10,000 emergency affected learners</b>					
# of children provided with individual learning materials	School records, project reports and MOECHE reports	Annually	0	5,000 (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)	5,000 (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)	10,000 children (50% girls; 15% children with disabilities; 40% rural children; age 6-14 years)
	<b>Output 2.2: Training of 400 teachers and 50 head teachers in methodology, disaster management and child protection</b>					
# of teachers and head teachers receiving two weeks' off-site training per year	Training reports, MOECHE reports, project reports	Annually	0	0	400 teachers (30% female), 50 head teachers	400 teachers (30% female), 50 head teachers
# of teachers and head teachers trained in INEE Inclusive Education, Protection and Socio-Emotional learning module	Training reports, MOECHE reports, project reports	Annually	0	0	400 teachers (30% female), 50 head teachers	400 teachers (30% female), 50 head teachers
	<b>Output 2.3: Training CECs in emergency affected schools in disaster management, child protection and school improvement planning</b>					

# of CECs trained in school improvement, disaster management and child protection	Training reports, MOECHE reports, project reports	Annually	0	20 CECs trained	30 CECs trained	50 CECs trained (350 members)
<b>Outcome 3</b>	<b>Gender equity and equality are increased</b>					
	<b>Output 3.1: 50 female teachers recruited, trained and deployed</b>					
# of female teachers recruited	MOECHE reports, project reports, EMIS	Annually	-	50	50	50 (100% female)
	<b>Output 3.2: Provision of sanitary kits and school uniforms for girls in target schools</b>					
# of girls receiving dignity kits	MOECHE reports, project reports	Annually	-	1,500	1,500	3,000 (100% girls)
# of girls receiving school uniforms	MOECHE reports, project reports	Annually	-	2,500	2,500	5,000 (100% girls)
	<b>Output 3.3: Community awareness raising/sensitization</b>					
Number of parents/teachers reached with awareness campaign	MOECHE reports, project reports	Annually	-	375	375	750 (50% females)

## 5. Program Monitoring, Evaluation and Accountability

Monitoring, accountability and evaluation are key components of the program's Quality Assurance and link to the outcome and output indicators presented in the program's Results Framework.

**Data types, sources and quality:** The AF program will collect both primary and secondary data through multiple sources. The program will collect primary impact data and supplement it with secondary data from other sources such as the EMIS, reports, and data from the ECW project. Data sources will be triangulated using a mixed methods methodology including inputs from the ongoing ECW project, the education cluster and other complementary emergency programs. Program data sources include: EMIS data, monitoring reports, third-party monitoring, feedback and complain response mechanism (FCRM), pre- and post-training assessments, enrolment and attendance records during school monitoring, results from quarterly supervisory visits to schools, training reports, distribution records, baseline and final evaluations. The program will ensure primary data collected as well as secondary data will be crosschecked ensuring the accuracy, relevance and quality. The Save the Children (SC) MEAL team will assess data received ensuring quality and reliability. Where possible, SC will use the established data collection protocols and tools used by the ECW project implemented by ADRA. Data collection will vary depending on the data source and where possible SC will work closely with the ECW Grant Agent ADRA and the education cluster to collect data jointly. Data collection frequency for the indicators is outlined in the Results Framework in Section 4.

**ECW and AF joint program monitoring and evaluation:** SC's internal MEAL team will conduct regular monitoring visits at the local level to ensure that the AF program is on target and meeting output and outcome targets in relation to the established baseline data. The SC MEAL team will use different monitoring tools including Quality Benchmark Monitoring (quarterly) tools, the QLE assessment checklist (annually), and routine school monitoring by the program team. Where possible, resources will be pooled together with ECW Grant Agent ADRA and joint monitoring will be conducted together with SC MEAL team based in SC offices in Mogadishu, Baidoa, Beledweyne, Kismayo, Galkacyo and Dhusamareeb. External evaluators will conduct the baseline and final evaluation. The baseline will enable the program team to adjust some of the indicators and program targets in the Results Framework. The final evaluation will establish program impact and the degree to which the program met its intended goals and objectives. Due to the short implementation period, no midline evaluation will be conducted. SC will also engage third party monitors to verify that the interventions have reached the intended beneficiaries (specifically verifying teachers receiving the incentives). The AF program will share all data obtained through the baseline and final evaluation with education partners through the Education Cluster and ESC. The GPE AF program will also use data gained from the baseline and final evaluations of the ECW program implemented by ADRA and other partners. Where possible, both programs will conduct joint monitoring and supervision visits in the same target locations.

**Quality learning environment (QLE):** The Quality Learning Environment (QLE) is SC's program design and monitoring framework. It is a holistic approach to delivering quality education programming. The QLE framework promotes a high quality learning environment and, consequently, better learning outcomes for all children. The QLE framework is used to design and monitor programs, and based on the following principles:

- Principle 1: Learning environments must ensure children’s emotional and psychosocial protection;
- Principle 2: Learning environments must be physically safe;
- Principle 3: There must be an active, child-centred learning process;
- Principle 4: Parents and communities must actively support the children’s learning process.

In the AF program, QLE will monitor the extent to which education programs achieve the guiding principles of the QLE framework once implemented. It is key to produce evidence that programs contribute to improvements in children’s learning outcomes. Under each of the QLE’s guiding principles is a set of criteria used to measure the degree to which a learning environment is progressing towards or achieving the guiding principle. Each of the criteria is scored on a scale of 1-4, where a score of 1 means “not achieved” and a score of 4 means the criteria is “fully achieved”. The MOECHE, FMS MOEs, ESC partners and other key stakeholders from schools and learning environments will take part in the QLE planning, data collection and analysis process. SC will recruit data enumerators, train them and work with them to collect data. The SC MEAL team will analyse the data and share the report widely through the ESC and Education Cluster.

**Quality benchmark monitoring (QBM):** Quality benchmarks are activity-based points of reference against which basic quality of program interventions are assessed. They are a higher level of monitoring focused on quality standards that can be achieved in a given context for the core interventions or activities. Quality benchmarks are sets of requirements or checklist that need to be completed for adequate and quality implementation of an activity or process to achieve a particular level of project implementation standards. A QBM for the AF program will be developed and monitored quarterly by the SC MEAL team.

**Bi-annual program review meetings:** To provide accountability, the program will facilitate a bi-annual program review meeting including the ECW Grant Agent ADRA and implementing partners. The agenda will include progress made on the implementation of the planned activities, milestones, discussing any bottlenecks and any necessary adaptations to program implementation. The meeting will also generate possible recommendations and actions to put the implementation on track.

**Adaptive programming:** In the context of Somalia, program adaptation is important to ensure effective implementation, especially as rapid changes can occur in the local context due to various emergencies such as droughts, floods and/or conflict. In addition, the on-going situation with the global COVID-19 outbreak and resulting school closures may impact on program implementation. The AF program will be responsive to changes happening locally and will use findings from the monitoring exercises to inform adaptive management of the program. The ESC, Education Cluster and Coordinating Agency will be kept updated on any changes made to program activities because of changes on the ground. Any non-minor changes to the program will be discussed with the Coordinating Agency, ESC, Education Cluster and GPE prior to implementation.

## 6. Implementation Modality

The AF program will use the program management and governance structures as the MCA/ESPIG programs utilizing the same Program Steering Committee, Program Management Committee and Program Management Unit (PMU). A dedicated Program Manager and

program officers will be hired to facilitate the implementation of the AF program. The Program Manager will be a member of the PMU team.

### **Implementing Partners**

Program implementation will be by SC with the following implementing partners:

- Adventist Development and Relief Agency (ADRA). ADRA is a global humanitarian organization that has been operating in Somalia since 1992 implementing various programs in a variety of sectors including education, WASH, health, resilience, emergency response and governance. ADRA's technical team includes the Programs Director, Program Managers, Project Managers, Field Project Coordinators and Project Officers. The administrative and managerial team includes the Country Director, Finance Director, Finance Manager, Logistics Manager as well as accounts assistants, administrative assistants and logistics assistants. ADRA has a total of eight offices in Somalia located in Mogadishu, Baidoa, Beletweyne, Garowe, Galkayo, Hargeisa, Las Anod and Dolow. ADRA is the current Grant Agent for the ECW program in FGS.
- American Refugee Committee (ARC). ARC is an international humanitarian organization working with displaced people and disadvantaged communities to secure a sustainable livelihood. ARC has had a presence in Somalia since 2011 and has worked in a variety of sectors including education, health, water, protection, shelter and economic development. ARC's main office is located in Kismayo (Jubbaland) with a sub-office in Mogadishu.
- Development Action Network (DAN). DAN is a local Somali NGO founded in 2006. DAN works in a variety of sectors including education, WASH, nutrition, food security, inclusion and protection. DAN's main office is located in Beledweyne (Hirshabelle) with sub-offices in Galkacyo and Mogadishu.

The above implementing partners have extensive education experience in Somalia and will be sub-awarded by SC to deliver interventions. To ensure implementation is coordinated and maximizes capacity and reach, each implementing partner will deliver interventions in one FMS where they have a strong and established operational presence. ADRA will implement activities in South West State, ARC will work in Jubbaland and DAN in Hirshabelle. SC will implement in Benadir and Galmudug. This implementation arrangement strengthens program implementation in a challenging context such as Somalia.

Prior to subawards, SC will conduct a thorough vetting and capacity assessment of each partner identifying areas of weaknesses (in particular for the local NGO) that will require capacity building support. Final partner selection is conditional upon the above partners meeting SC minimum requirements during the vetting and capacity assessment.

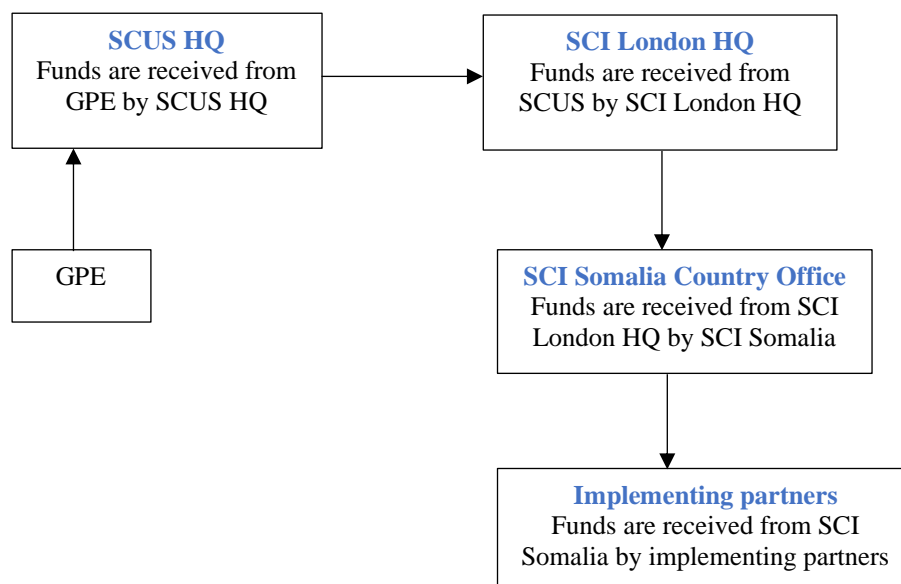
### **Disbursement modalities**

All program outputs will be implemented directly by SC and implementing partners. Ideally, Output 1.3 (incentives payment to teachers/head teachers) would have been implemented through the TSA and in-country systems. However, this has not been included in the 2020 Appropriation Act and the AF program will not be approved in time to include this in the Supplementary Budget Amendment at the National Parliament. Therefore, SC and implementing partners will pay teachers incentives directly.

The flow of funds is described in the diagram below. Funds are received by SCUS HQ from GPE. SCUS then transfers funds periodically to SCI London HQ, which then transfers funds

periodically to SCI Somalia Country Office. The SCI Somalia Country Office transfers funds to implementing partners on a quarterly basis for program implementation.

**Figure 2. Flow of funds**



### **FGS MOECHE and FMS MOEs**

The FGS MOECHE has the overall ownership and co-responsibility for the AF program design. The Director General is the MOECHE focal point and the FGS MOECHE will be responsible for overall program oversight. At the FGS and FMS levels, the program will work closely with: (a) Department of Schools (includes education in emergency unit, gender unit and school construction unit); (b) Department of Teachers' Development; (c) Department of HR. The tri-partite partnership agreement signed by SC, FGS MOF/MOECHE as part of the ESPIG MCA implementation will also serve for the AF program.

### **Grant Agent**

As the Grant Agent, SC works closely with the MOECHE to develop the AF grant application and directly implement program activities. As Grant Agent, SC will directly conduct day-to-day program implementation, financial management, procurement and asset management, program monitoring/evaluation, communications and coordination with stakeholders, sub-contracting of activities to three implementing partners (ADRA, ARC, DAN) and ensures quality program implementation. The SC country office's senior management team ensures the overall technical quality, compliance, security and risk management.

SC has a streamlined and transparent procurement process in place that guides all goods and services procurement. SC has an online procurement system with an audit trail from requisition to approvals; the approval system includes procurement thresholds and financial scheme of delegations. There is a procurement committee comprised of finance, logistic and program staff in every field office that evaluates and passes recommendations and reviews and approvals made by next higher-level personnel. The area supply chain and the national supply chain managers provide technical reviews on procurement processes and further advice on any gaps or correction through the online system. There are also dedicated infrastructure/civil engineers who technically supervise and oversee any construction works the organization undertakes. SC

uses a global construction manual to assure quality of constructions standards. The global construction manual covers safety and environmental standards, hazard assessment, community participation, local practice, site safety, maintenance and sustainability. SC also uses internal construction Quality Benchmarks covering minimum quality standards for construction activities including minimum environmental safeguards to be implemented in all construction activities. In addition, SC uses environmental impact assessment tools and techniques for all construction conducted.

SC has a strong financial management system. Each area office has a dedicated Finance Manager who leads the overall funds management, prepares budgets, financial reports and ensures donor compliance adherence. The Finance Director also provides overall oversight on financial management and systems control. All senior staff are trained on financial management as well as the requirements and guidelines of the specific donor. SC has an archive department and a document retention policy of seven years from the end of each project.

SC uses a sub-grant agreement with implementing partners, clearly capturing the role and responsibility of each partner. The sub-grant agreement indicates if there are any financial commitments between SC and the partner organization and the necessary documentations for the financial commitments. SC's financial and procurement policies formulate the basis for partner liquidations. Implementing partners are required to provide financial liquidations on a monthly basis. SC finance officers review all documentations submitted by partners on a monthly basis. SC will source and purchase goods and services that provide good value for money through procurement process which are fair and transparent. SC will strive to achieve value for money for the financial resources and budgets that are available to spend.

The AF program specifically targets vulnerable populations who are more at risk of violence, abuse and exploitation. The Grant Agent is committed to the protection of children through strengthened monitoring and reporting mechanisms, training of staff on child safeguarding and the application of safe programming guidelines. Mitigation measures on child safeguarding, sexual exploitation and harassment is elaborated more in the Risk Matrix in section 8 of this program document. The Grant Agents approach to child safeguarding also applies to all implementing partners.

### **Save the Children Federation, Inc. (SC/US) (Grant Agent)**

SC/US is one of 29 national members of the global Save the Children Federation who collectively implement non-domestic programs through a single global program delivery unit: Save the Children International. SC/US is fully responsible and accountable for all technical, administrative and financial requirements of its overseas programs, including program quality, adherence to donor regulations and award terms, and timely, accurate reporting. The cost efficiencies and global knowledge sharing leveraged through a single global delivery unit afford GPE important benefits while maintaining clear accountability of SC/US for program performance and results.

### **Coordinating Agency**

The EU is the Coordinating Agency for the GPE funded programs in Somalia. As Coordinating Agency, the EU plays a facilitating role in the implementation of the GPE program ensuring mutual accountability and transparency across the partnership. The Coordinating Agency is a member of the Program Steering Committee.

### **Education Sector Committee**

The ESC is a platform for information sharing and coordination of education partners to avoid duplication of efforts in terms of technical and financial inputs. ESC coordination meetings are monthly, chaired by the MOECHE, and co-chaired by UNICEF. The ESC plays an important role in increasing the transparency and mutual accountability among all education partners as well as providing a key oversight role in the implementation and monitoring of the ESSP. The PMU team will report quarterly to the ESC on AF grant implementation.

**Education Cluster**

The Somalia Education Cluster was activated in 2008 under the Inter Agency Standing Committee principles. The cluster is co-led by UNICEF and Save the Children in Somalia. The Somalia Education Cluster ensures a coordinated and efficient response to education needs of emergency affected people. The cluster has 77 partners (42 national, 28 international, 4 UN and 3 donors) and acts as a platform for collaboration and coordination in the response to emergencies. The PMU team will report quarterly to the cluster on AF grant implementation.



## 7. Implementation Plan

		Y1				Y2	Implementing Agency
		Q1 (Jul-Sept. 20)	Q2 (Oct.-Dec. 20)	Q3 (Jan.-Mar. 21)	Q4 (Apr.-Jun 21)	Q1 (Jul 21)	
Project start up activities							
	Develop targeting criteria for the selection of the target schools						SC, MOECHE & FMS MOEs
	Target schools' identification and selection across four FMS and Benadir						SC, MOECHE & FMS MOEs
	Conduct program baseline / needs assessment						SC
	Develop intervention plan per target school based on baseline/needs assessment						SC, MOECHE & FMS MOEs
	Develop implementing partner work plan and budget breakdown per FMS						SC & Partners
Outcome 1 Equitable access to education for emergency affected children is increased							
Output 1.1 Provision of food and water for 10,000 children in emergency affected school							
1.1.1	Develop targeting criteria for emergency affected children to be supported with school feeding						SC & Partners
1.1.2	Identify emergency affected children to be supported by the intervention						SC & Partners
1.1.3	Develop guidelines for cash grants utilization (based on existing capitation grants guidelines)						SC & Partners
1.1.4	Sign MOUs between schools and FMS MOEs and Grant Agent						SC & Partners
1.1.5	Disburse cash grants to schools						SC & Partners
1.1.6	Monitoring and verification of the use of cash grants by the program team						SC & Partners
Output 1.2 Construction of 88 temporary classrooms and 50 WASH facilities							
1.2.1	Conduct infrastructure assessment of the selected schools						SC
1.2.2	Construct of 88 temporary classrooms and 50 WASH facilities						SC & Partners
1.2.3	Provide furniture for the newly constructed temporary classrooms						SC & Partners
Output 1.3 Incentives are paid to 400 teachers and 50 head teachers							

1.3.1	Develop criteria for teachers' selection						SC, MOECHE & FMS MOEs
1.3.2	Identify teachers and head teachers to receive incentives based on the criteria						CECs, REOs & DEOs
1.3.3	Verify teachers and head teachers lists						SC, MOECHE & FMS MOEs
1.3.4	Final verified and approved teachers and head teachers list						SC, MOECHE & FMS MOEs
1.3.5	Disburse incentives						SC & Partners
<b>Outcome 2 Learning outcomes are improved for emergency affected children</b>							
<b>Output 2.1 Provision of teaching and learning materials for 10,000 emergency affected learners</b>							
2.1.1	Procure teaching and learning materials for 10,000 students						SC & Partners
2.1.2	Procure textbooks and teaching guides for 10,000 students						SC & Partners
2.1.3	Distribute teaching and learning materials and textbooks and teaching guides to target schools and students						SC & Partners
<b>Output 2.2 Training of 400 teachers and 50 head teachers in methodology, disaster management and child protection</b>							
2.2.1	Review of available training materials, identifying key gaps and developing/finalizing content of teachers training						SC, Partners & MOECHE
2.2.2	Teacher training manual and mentors coaching protocol developed						SC & Partners
2.2.3	Training provided to 400 teachers and 50 head teachers by local universities during school breaks						SC & Partners
2.2.4	Follow up mentoring sessions conducted at the school level						SC & Partners
<b>Output 2.3 Training CECs in emergency affected schools in disaster management, child protection and school improvement planning</b>							
2.3.1	Develop training content (drawn from the existing ESPIG CEC training manual)						SC & Partners & MOECHE
2.3.2	Conduct CEC training in disaster management, safe schools, child protection and school improvement planning (total 3 days training per CEC)						SC & Partners
<b>Outcome 3 Gender equity and equality are increased</b>							
<b>Output 3.1 50 female teachers recruited, trained and deployed</b>							
3.1.1	Recruit 50 female teachers						FGS MOECHE & FMS MOEs

3.1.2	Train 50 female teachers (under output 2.2)						FGS MOECHE & FMS MOEs
3.1.3	Deploy female teachers to target schools						FGS MOECHE & FMS MOEs
3.1.4	Pay incentives (under output 1.3)						FGS MOECHE & FMS MOEs
<b>Output 3.2 Provision of sanitary/dignity kits and school uniforms for girls in target schools</b>							
3.2.1	Provision of dignity kits for 3,000 girls in target schools						SC & Partners
3.2.2	Provision of school uniforms for 5,000 girls in target schools						SC & Partners
<b>Output 3.3: Community awareness raising/sensitization</b>							
3.3.1	Identify target locations/schools for the awareness campaign						SC, Partners & MOECHE
3.3.2	Conducting community awareness raising and sensitization						SC, Partners & MOECHE
5	<b>Program monitoring, accountability and coordination</b>						
5.1	Conduct program final evaluation						SC
5.2	Bi-annual program review meetings						SC
5.3	Engage third party monitors to verify interventions are reaching target beneficiaries						SC

## 8. Risk Matrix

The risk matrix below summarizes the general risks that can arise during the timeline of program implementation, the risk rating and the mitigation measures put in place.

<b>Risk</b>	<b>Risk rating before mitigation</b>	<b>Mitigation measures</b>	<b>Risk rating after mitigation</b>
Political instability reduces the government's commitment to the program	Medium	SC will work with all Somalia member states, closely monitoring frequent state changes taking place in terms of structure and through regular meetings with relevant ministries. SC will work proactively towards reducing gaps that will affect program implementation by providing briefings to new officials. SC will maintain a transparent, neutral and impartial approach while doing its work, avoiding conflicts as much as possible. The Grant Agent has no control over the political situation Somalia and successful program implementation depends on continued relative political stability.	Medium
Limited capacity of MOECHE and FMS MOEs staff to support program implementation	High	The AF program will be directly implemented by the Grant Agent. This will mitigate some of the risk associated with low ministry capacity.	Medium
Deterioration of the security situation preventing regular access to regional states	High	SC has well-established security procedures in place and has vast experience in safe programming in Somalia. SC security management team closely works with local security agencies to monitor the situation and advises on staff movement, safety of organizational assets and operations. SC maintains regular contact with local authorities, community leaders and other agencies to obtain up to date information. Daily security briefing by SC security management team provides up to date reliable situation analysis for staff. The grant agent has no control over the security situation in the country and successful program implementation depends on the security situation remaining the same and not deteriorating further.	High
Natural hazards such as droughts, floods, etc. resulting	High	SC monitors the situations and closely watches weather forecast from SWALM and FEWS NET to predict what the likely impact is of potential droughts/floods scenarios,	High

in lack of access to target areas for program interventions		developing a contingency plan. SC also has short-term emergency response plan to respond to emergencies as and when they occur.	
Ongoing situation with COVID-19 deteriorates further and results in long term schools' closure	Medium	SC will monitor the situation closely and will make joint decisions with MOECHE/FMS MOE (informing EU/GPE) on any necessary re-programming of program interventions in the event of long term school closure as a result of COVID-19.	Medium
Child safeguarding and sexual exploitation and harassment	Medium	Strengthened monitoring and reporting mechanisms; staff induction; trainings for staff on Child Safeguarding, Anti-sexual harassment policy and staff Code of Conduct within stipulated time of joining SC. CSG is an agenda in all meetings/forums; Vetting of boarding; Application of Safe programming guidelines.	Low
Unreliable data and data gaps to inform program development	High	In collaboration with MOECHE and the Education Cluster the program will triangulate data with other partners in the sector to avoid duplication.	Medium
Corruption, fraud and diversion of assistance - staff or partners paying, offering, requesting or receiving a bribe; nepotism; embezzlement; collusion; abuse of position of trust; risk of beneficiaries being coerced to handover commodities and/or pay for services received by gatekeepers; fraud related to invoicing, payroll, procurement, or expenses.	Low	SC maintains a zero-tolerance policy to fraud and corruption. SC will conduct background check for all program staff who will be working on the program. SC will also conduct mandatory orientation of all program and partner staff on SC Fraud and Embezzlement policy, and commitment by signing it. SC will establish a complaints and reporting mechanisms for both the staff, schools and the community, including setting up hotlines for reporting cases of bribes, collusion, and corruption. Reported cases will be investigated expressly, and remedial action, including staff disciplinary actions will be taken, or discontinuation of funding in the affected school until investigations are completed.	Low

## 9. Sustainability and Aid Effectiveness

Where possible the program will prioritize sustainable solutions engaging with other partners in the education sector to bridge the humanitarian – development divide. The process of program document development is fully owned by the FGS MOECHE and FMS MOEs. The MOECHE assigned a Ministry technical task force to work together with the PMU team to develop the AF program document. In addition, the FMS MOEs Director Generals were part of the technical team supporting the development of the content of the program document providing guidance and advice. Furthermore, the program document was developed in close collaboration and consultation with the wider ESC and members actively contributed to the program content. The program document was also developed working closely with the Education Cluster and the FGS ECW Grant Agent (ADRA).

The AF program is aligned with the National Development Plan (2017-2019; 2020-2024). The program is aligned with and implements priority areas of the ESSP, HRP, and directly contributing to meet the targets set in the ECW MYRP. The AF program builds on ongoing humanitarian efforts in the education sector and has been designed to leverage other interventions in the sector. Complementarity with the existing and planned donor interventions is outlined in the document. The program is aligned with and contributing to the localization of decision making, systems strengthening and providing Accountability to Affected Population (AAP) and the Grand Bargain.