

Somalia

Education

Sectoral Report



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Pastoralist children in Awdal, Somaliland, learning in an Alternative Basic Education Centre

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Abbreviations and Acronyms

ABE	Alternative Basic Education
CEC	Community Education Committee
CSR	Central South Regions
CTC	Child to Child
DEO	District Education Officer
EIE	Education in Emergency
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
FGS	Federal Government of Somalia
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
MOECHE	Ministry of Education, Culture and Higher Education
MOEHE	Ministry of Education and Higher Education
MOEHS	Ministry of Education and Higher Studies
NDP	National Development Plan
NFE	Non-Formal Education
ORE	Other Resources - Emergency
ORR	Other Resources - Regular
REO	Regional Education Officers
RR	Regular Resources
SDG	Sustainable Development Goal
TLS	Temporary Learning Space
YEP	Youth Education Programme

Community Education Committee: Community Education Committees (CECs) are the principal school management body in much of Somalia. CEC members are drawn from the local community and serve on a voluntary basis, contributing to teacher support and supervision, as well as school budgets, planning processes, physical infrastructure projects and general oversight.

Community mobiliser: Community mobilisers promote sustainable institutional development by building the capacity of CECs, Somali authorities and regional administrators to engage effectively in education programming.

Gross Enrolment Rate: The number of children enrolled in a level, regardless of age, divided by the population of the age group that officially corresponds to the same level.

Survival Rate: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education, in a given school year, who are expected to reach successive grades.

Non-Formal Education: Non-Formal Education (NFE) initiatives such as technical and vocational training, functional literacy classes and accelerated learning programmes specifically target students outside the formal education system, including children in nomadic communities.

Alternative Basic Education: Alternative Basic Education (ABE) is part of non-formal education and uses a flexible schedule and calendar, as well as an accelerated curriculum, to offer basic education that caters to the needs of out-of-school children.

Somalia is divided into three administrative zones: Puntland, also referred to as North East Zone (NEZ); Somaliland, also known as North West Zone (NWZ) and the Central South Regions (CSR), represented through the Federal Government of Somalia (FGS) also known as Central South Zone (CSZ).

Since the beginning of the country programme in 2011, an estimated 2.6 million out-of-school children and adolescents have gained access to education. UNICEF has been at the forefront of efforts to support the Ministries of Education of Puntland, Somaliland and the Federal Government of Somalia (FGS) and other partners in providing education to girls and boys across the country.

The overall expected outcome of the five-year country programme is for 850,000 children and young people, aged 5 to 24 years, to gain access to quality education opportunities. In 2016, 67,057 children and young people (41 per cent girls) have gained access to education. This includes 38,080 children who benefited from Education in Emergency (EiE), such as children in internally displaced persons camps and those affected by drought and natural disasters.

In addition to the support of direct service delivery of education services for children in underserved areas, UNICEF is also leading efforts to strengthen Somalia's nascent institutional systems in the education sector. This includes support to an incentive system for teachers, to sectoral coordination and to the collection and analysis of accurate and reliable data for the education sector, amongst other areas of technical assistance. The establishment of an Education Management Information System (EMIS) Unit in all three education ministries resulted in the third government-led school census in Somaliland and Puntland. In FGS, for the first time, it was expanded beyond Banadir and covered 67 per cent of the districts in 10 CSR. With an improving security situation, it is expected to increase gradually to cover the remaining Central South Regions (CSR).

UNICEF has succeeded in placing children and youth at the heart of the development agenda, namely Somalia's first National Development Plan (NDP), drafted in 2016. UNICEF's high reputation in the region and globally ensures its credibility in upstream work. UNICEF uses evidence-based advocacy to engage with the authorities and leaders to ensure the rights of women and children are a key element of policy-making and to engage on issues such as the Convention on the Rights of the Child, which was ratified by Somalia in 2015.

In 2016, UNICEF played a key role in supporting the Ministries of Education to carry out an Education Sector Analysis (ESA). UNICEF has led the efforts in Somaliland and the FGS and has collaborated with Save the Children for the ESA in Puntland. This work is crucial for Somalia to develop credible and robust Education Sector Strategic Plans (ESSP) that will guide the sector for the next three to five years.

After more than two decades of conflict, a generation of Somali children have lost the opportunity for formal education and other benefits of a stable childhood. Somalia has one of the world's lowest enrolment rates for primary school-aged children; the primary Gross Enrolment Rate (GER) stands at only 30 per cent and only 40 per cent of these are girls. Further, only 18 per cent of children in rural households are in school.

Extremely high rates of poverty in communities across Somalia make it difficult for parents to afford costs associated with education (e.g. school fees, transport, learning materials). In many areas, parents are required to pay for their children's education, therefore poverty is cited as the main reason for not sending children to school. Weak government education services, schools, insufficient budgets to pay for teacher salaries, lack of learning materials and the proliferation of privately managed facilities in urban areas underpin financial barriers. Children who do attend primary school tend to start at a later age while lack of money, geographical access, infrastructure and trained teachers, weak quality assurance systems and insufficient domestic financing for education, ranging from 2-6 per cent of national budgets in Somalia, further impede learning opportunities. High attrition rates at primary school level, exceeding 50 per cent in some areas, further demonstrate challenges created by the low quality of teaching and learning and weak service provision, particularly for the most socially excluded children.

Somalia's education sector is divided into three administrations: the Ministry of Education and Higher Education (MOEHE) of Puntland; the Ministry of Education and Higher Studies (MOEHS) of Somaliland; and the Ministry of Education, Culture and Higher Education (MOECHE) of the FGS based in Mogadishu. There are a growing number of semi-autonomous governing authorities in CSR, including the states of Jubaland, HirShabelle and Galmudug, amongst others. These authorities have their own Ministries of Education. The quality of public education services and the level of capacity of the education administrations vary between, and within, the different zonal ministries.

In central and southern regions of the country, the impact of the civil war still has an acute bearing on the restoration of public education. More than 75 per cent of public schools that existed before the war have been destroyed and/or closed. Due to the complex and uncertain political and social context, state intervention in the education sector has been limited and fraught with implementation difficulties.

The education system in Puntland, much like the rest of the country, suffered from two decades of conflict. Nevertheless, the region has managed to maintain relative peace and security in recent years, enabling the establishment of administrative and private institutions, which guarantee basic public services and facilitate enterprise-building. The institutional capacity of the MOEHE has increased significantly through adoption of diaspora technical advisors over the last five years, and the consolidated education budget, as a percentage of the total government budget, increased from 1.75 per cent in 2010 to 5.6 per cent in 2016 attesting to the Government's commitment.

Somaliland reclaimed its independence from Somalia at the end of the civil war and has been relatively stable for the last 22 years, however the war left a significant scar on the education sector. Schools were destroyed and many teachers were killed or forced to flee. The region has not benefited much from the huge bilateral support normally given to a post-conflict country. The stability of Somaliland has allowed the MOEHS to show improvement in government effectiveness in the education sector, yet enrolment rates have been stagnant.

Although there are more children accessing education in Somalia's northern regions, children living in rural areas and those from the most vulnerable households continue to face social disparities and deprivation. More than two-thirds of children in urban areas in wealthier households access basic education compared to less than one-third of children in the poorest households. This inequality gap persists at the secondary level of education. Furthermore, significant gender disparity exists. Currently close to 2 million children are affected by conflict, displacement or drought and continue to be underserved or neglected by formal education services and humanitarian assistance.

Formal schooling for children aged 6-17 years has been taken up by just 22 per cent of pastoralist children, with enrolment higher among boys (24 per cent) than girls (19 per cent). Besides formal basic education, a significant number of school-aged children in Somalia are learning in non-formal education settings. For example, traditional Quranic schools are often the only available schools in rural areas. UNICEF has been supporting Alternative Basic Education (ABE) in order to reach out particularly to pastoralist/nomadic children.

The average primary Pupil-Teacher Ratio in Somalia is 33:1, however this fails to reflect the enormous disparities across the three regions and between rural and urban areas. In addition, the percentage of certified teachers is still very low, at 48 per cent and 15 per cent in Somaliland and Puntland, respectively. Although the number of teachers has risen steadily over the past five years, national budgets have not kept up with the demand for teachers' salaries. The burden of funding salaries remains with parents and communities who are required to pay school fees and raise funds for running costs. Within the teaching force, the number of unqualified teachers is high and the gender gap is more pronounced. Female teachers comprise 13 per cent of all teachers in Somaliland and 11 per cent in Puntland (there is no reliable data available for CSR). Somali education has a long way to go to meet gender equity. Nevertheless, significant efforts are being made to mainstream gender and establish Gender Units in all the three ministries.

The quality of teaching across all three zones remains poor due to limited opportunities for teacher training and the lack of a centrally-managed salary system. UNICEF and NGOs train most teachers and local communities pay incentives with top-ups from UNICEF and partners. Poor learning outcomes are reflected in the high repetition and drop-out rates which result in children failing to complete a full cycle of basic education.

Youth in Somalia face multiple social, economic and political exclusions. Appropriate education programmes for Somali youth are few and far between. Many youth have never attended primary school and almost all have lived with violence. Poor quality education and lack of job opportunities were found to not only reduce their natural resilience and optimism, but they also made youth vulnerable to risky and criminal behaviour. Education and gainful employment for youth in Somalia can build their resilience by channelling their energies into positive outcomes.

Despite these challenges, significant developments are under way in Somalia's education sector. Puntland, Somaliland and the FGS are at different stages of carrying out an ESA and ESSPs. UNICEF is at the forefront of this initiative, leading the process in Somaliland and FGS and working collaboratively with Save the Children in Puntland. Concurrently, UNICEF has been actively engaged in providing technical assistance towards the education sector chapter of Somalia's first NDP, covering the fiscal period 2017 – 2019. This is the first national development plan crafted by the central government of Somalia since 1986. It builds on the solid foundations laid by the New Deal Compact, which articulated national priorities between 2014 and 2016. This work was undertaken against the backdrop of preparations for national elections.

Despite the development of ESSPs, financing remains one of the key bottlenecks. The official allocation to the education sector, made by the Ministry of Finance, is significantly lower than any other African country where the average is close to 20 per cent of the non-salary recurrent budget. Lack of financial capacity is hindering the development and quality of Somali education overall.

With the emergence of new states in Somalia, there is a risk of potentially conflicting roles and responsibilities between the different levels of government in all sectors. To pre-empt this challenge, in September 2016, after several months of negotiation, the FGS Ministry of Education signed a Cooperation Framework and Memorandum of Understanding with three state ministries of education from Jubaland, Galmudug and Southwest Administration, agreeing to a division of labour that will have the federal ministry focusing on policy, curriculum development and national examinations and state ministries focusing on service delivery. This represents a positive step forward in establishing a relevant, devolved governance structure. UNICEF continues to engage with the central level ministry and is increasingly building relationships with state ministries, with a view to building the capacity of these nascent institutions.

Results in the Outcome Area

The UNICEF Somalia education programme addresses the following outcome: **“By the end of 2017¹, 850,000 children and young people aged 5 to 24 years have access to quality education opportunities.”**

The programme is structured around five outputs. The first four outputs have been aligned to the Government of Somalia's foundational Go-to-School Strategy (2013-2016), while output 5 is focused on UNICEF's work to support education in emergencies:

- Output 4.1:** Equitable access to quality formal basic education
- Output 4.2:** Out-of-school children realise their right to education through innovative and diverse delivery of basic education
- Output 4.3:** Unemployed and vulnerable youth are empowered through access to alternative education programmes
- Output 4.4:** Education authorities and school management, strengthened in leadership skills and commitment to the provision of quality education for all
- Output 4.5:** Zonal and regional authorities and partners are prepared to support emergency-affected primary school age children with access to child friendly temporary learning spaces, including essential learning and recreational materials

¹ The initial five-year country programme (2011-2016) has been extended until 31 December 2017.

Outcome 4

By the end of 2016, 850,000 children and young people (from 5 to 24 years old) have access to quality education opportunities.

OUTCOME INDICATOR	BASELINE		TARGET		Means of Verification	PROGRESS
	Year	Value	Year	Value		
Gross Enrolment Rate (GER)	2013	CSZ: 42% (total), 47% (M), 36% (F); NWZ: 44% (total), 50% (M), 38% (F); NEZ: 41% (total), 46% (M), 37% (F);	2016	CSZ : 73% (total), 80% (M), 66% (F) NWZ: 74% (total), 81% (M), 67% (F) NEZ: 68% (total), 74% (M), 62% (F)	Annual Census, EMIS, Monitoring reports	CSZ: - data pending completion of ESA in early 2017 NWZ: 44.3% NEZ: 55.4% 2.6 million children and adolescents enrolled in education from 2011 to 2016

Progress against Outcome

Notable progress has been made in increasing children's access to quality education opportunities across Somalia. UNICEF's work has contributed to the enrolment of 2.6 million children and adolescents in education from 2011 to 2016. Gross enrolment data demonstrates a 14 per cent increase (12 per cent for girls) in Puntland, while Somaliland has achieved only a marginal increase (0.3 per cent). Several factors account for this significant difference in progress. A more in-depth comparative analysis will be done in 2017, however the three-fold increase in the number of trained teachers supported in Puntland is likely a considerable factor. Participation indicators are currently being updated through ESAs conducted across CSR of Somalia and will be reported on in 2017. These will be based on the 2015/2016 government-led school census, which, for the first time, was expanded beyond Banadir and covered 67 per cent of the districts in 10 CSR. Preliminary data indicates that progress has remained uneven across regions (both rural and urban), as well as gender and age cohort groupings, with several persistent challenges related to conflict and security, as well as new risks emerging with La Niña.

Constraints and actions taken

Gender disparity remains high and persistent weaknesses with the quality of education potentially lead to reversals in enrolment gains due to high drop-out rates. All three administrative authorities have low levels of education funding (on average below 5 per cent of government budgets) and lack human and technical capacity to effectively and efficiently manage education services. Organizational weaknesses are worsened due to high levels of government staff turnover. Moreover, the very low levels of access to early learning opportunities, compounded by inequities in access, have a negative impact on the ability of young children to perform well in later years of school and gain valuable social and emotional skills at early stages of life. Education can also be a driver of conflict due to inequities perpetuated via education and forms of cultural and structural violence exercised against certain groups. In the current school year an additional 67,000 children and adolescents (41 per cent girls) across Somalia were enrolled in primary education, alternative primary education, adolescent programming and accessed EiE programming. Pilot programmes have also strengthened the provision of NFE, especially for pastoral and nomadic communities who comprise almost half of Somalia's population. Under the ABE scheme for accelerated learning for children in pastoralist and displaced communities, an additional 15,291 children gained access to education (58 per cent girls), as well as 1,090 new enrolments in youth training programmes. Since the launch of the Go-2-School campaign in 2012, there have been some 2.6 million new enrolments in education.

To increase enrolment, UNICEF has supported the establishment and training of 501 Community Education Committees (CEC) and 529 Child-to-Child clubs (CtCs). Key supply-side barriers are being addressed through classroom construction for formal education facilities launched in Puntland and the construction of 883 temporary learning spaces (TLS). Determinants related to teacher quality and supply were addressed; 3,607 teachers and head masters received regular incentive payments and 22,720 text books were distributed to children. UNICEF also piloted several approaches to support excluded youth groups with conflict-sensitive learning and training opportunities geared towards addressing drivers of youth marginalization and associated risks of negative behaviour, while strengthening systems and promoting equity through improved data management. UNICEF also provided critical technical support and leadership for education sector analysis, strategic planning and management. The ESA/ESSP is currently being finalised for Somaliland and will shape government priorities and donor support for the next five years, with the Federal ESA/ESSP work fully launched and to be completed in early 2017.

EiE strengthens the resilience of children affected by conflict and natural disasters and aims to bridge the divide between humanitarian action and development. In 2016, 38,080 children (43 per cent girls) were reached with learning and recreational materials and UNICEF facilitated the technical training of 103 Government and local duty-bearers in disaster preparedness; co-chaired the education Cluster; and provided technical leadership.

Way forward

The education programme will continue to focus on complementary outputs that support institutional capacity strengthening, delivery of education services and technical support to the Ministries of Education of Puntland, Somaliland, the Federal Government of Somalia, federal member states and education actors. Advocacy with governments to increase domestic financing to education will be crucial, as will be the support of sustainable initiatives in education. In this regard, UNICEF's experience with community-based mechanisms such as CECs has proven successful.

Output 4.1 Equitable access to quality formal basic education			
OUTPUT INDICATORS	BASELINE	TARGET	PROGRESS
Number of additional children enrolled in grades 1 through 8 (gender disaggregated)	NEZ: Less than 1/3 of school age population (age 6-13) enrolled CSZ: Less than 1/3 of school age population (age 6-13) enrolled NWZ: Less than 1/3 of school age population (age 6-13) enrolled	NEZ: 30,000 (45% F) CSZ: 60,000 (50% F) NWZ: 46,000 (50% F)	NEZ: 2,145 (47% girls) CSZ: 9,478 (30.1 percent girls) NWZ: 973 (40.1 percent girls)
Number of Community Education Committees advocating for increased enrolment	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 80 CSZ: 258 NWZ: 124	NEZ: 183 (229% of target) CSZ: 225 (87% of target) NWZ: 93 (75% of target)
Number of Child-to-Child clubs advocating for increased enrolment	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 115 CSZ: 229 NWZ: 275	NEZ: 183 (159% of target) CSZ: 225 (98% of target) NWZ: 121 (100% of target)
Number of additional classrooms provided in formal primary schools	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 140 (60 temporary, 27 permanent and 53 rehabilitated); CSZ: 400 (200 temporary, 100 permanent and 100 rehabilitated); NWZ: 100 (50 temporary, 30 permanent and 20 rehabilitated)	NEZ: 82 TLS CSZ: 211 TLS NWZ: 183 TLS

Number of textbooks delivered	0	CSZ: 36,000 NEZ: 20,000 NWZ: 12,000	CSZ: 0 NEZ: 14,720 (73% of target) NWZ: 8,000 (67% of target)
Number of teachers including head teachers receiving incentives	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 930 CSZ: 1,500 NWZ: 1,150	NEZ: 919 (99% of target) CSZ: 1,993 (133% of target) NWZ: 1,214 (106% of target)
<p>Progress against output</p> <p>Despite a challenging context and funding constraints, UNICEF has made a significant contribution to the enrolment of out-of-school children in formal education, supporting the enrolment of an additional 12,596 children (39 per cent girls) in the current school year. UNICEF's key approach to enhancing the ownership and sustainability of schools is to work with CECs; 501 CECs were trained on their roles and responsibilities and on school management. As a result, communities built extra classrooms, latrines and fences and provided incentives to teachers, all with their own resources. CECs are also a key driver of social mobilization campaigns to enrol children in school. Another key approach supported by UNICEF is the establishment of a CtC club in every school, which offers a platform for children to have a voice in the school community and increase their leadership, with the organization of sports competitions and artistic performances. Almost 530 CtCs were established and trained, playing a key role in enrolling children through peer-to-peer advocacy. UNICEF supported the construction of classrooms and water and sanitation facilities in formal schools. In 2016, while the permanent school construction programme was delayed due to donor funding constraints, 476 TLS were established as an annex to formal schools to cater for increasing enrolment in existing schools. As teachers remain the single most important factor in learning, UNICEF facilitates a financial incentive system and has met its target for supporting 3,607 teachers, deputy head teachers and head teachers, across Somalia.</p>			
<p>Constraints and actions taken</p> <p>Despite successful social mobilization campaigns, the delayed release of funds from a major donor has had a negative impact on a number of key initiatives in formal primary education: a school construction programme was delayed, as was the procurement of textbooks for 64,000 primary school children across Somalia. In addition, drought, floods, conflict and displacement reversed some of the gains made, with a substantial number of drop-outs observed over the course of 2016.</p>			
<p>Way forward</p> <p>UNICEF is working closely with education stakeholders, including Government, to mitigate or respond to the adverse effects on education of natural disasters, rebuilding facilities where necessary, supporting children to stay in their original school where possible, or providing temporary learning spaces for displaced children. UNICEF is also taking steps to accelerate the school construction and textbook procurement components to ensure children access these new facilities in the new academic year.</p>			

Output 4.2**Out-of-school children realise their right to education through innovative and diverse delivery of basic education**

OUTPUT INDICATORS	BASELINE	TARGET	PROGRESS
Number of additional children (6-14) enrolled in alternative education schools	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 10,000 (55% F) CSZ: 20,000 (50% F) NWZ: 8,000 (50% F)	NEZ: 4,416 (50% F) CSZ: 7,643 (46% F) NWZ: 3,232 (52% F)
Number of additional temporary classrooms provided in alternative basic education centres	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 60 TLS CSZ: 180 TLS NWZ: 190 TLS	NEZ: 34 CSZ: 180 NWZ: 193
Model for using radio/MP3 players/e-tablets and e-readers in Upper Primary Schools available and in use	Radio instruction not in use	At least one other model developed and in use	NEZ: 0 CSZ: One model under development/revision but not yet used in schools. NWZ: 0

Progress against output

By supporting the establishment of ABE centres, UNICEF supported education for an additional 15,291 out-of-school children (50 per cent girls) in 2016. With an accelerated curriculum and flexible schedules, ABE centres offer a second chance for out-of-school children, particularly from pastoralist communities, who have been left behind by the formal education system. ABE is delivered either in temporary learning spaces in nomadic pastoralist communities with no previous education facilities or in existing primary schools through the delivery of afternoon classes for children who cannot attend school in the morning due to other household responsibilities. ABE adheres to the fundamental principles of inclusive, child-centered and child-seeking education; it adapts the school to the needs of the child, rather than the child to the needs of the school. Through this approach, UNICEF has seen communities building extra classrooms, providing animals to generate income for the school and conducting school hygiene promotion activities. As such, the approach has proven very successful, with enrolments in ABE centres increasing substantially within one month of implementation. For communities without education facilities, UNICEF facilitated the construction of 407 TLS, provided teaching and learning materials and sanitary kits for adolescent girls. With support from UNICEF, a policy on pastoralist education was finalised in Puntland and discussions are under way with the FGS to launch consultations towards a policy on NFE. The data currently available indicates that the target for 2016 was not met, mainly due to the fact that TLS were established later in the year in Somaliland and Puntland. It is expected that enrolments in early 2017 will show an increase and catch up with the targets for 2016. Activities are under way to develop an updated interactive radio instruction programme, which will be available in 2017.

Constraints and actions taken

ABE is increasingly recognised as a viable solution to reach out-of-school children in remote areas, however the barriers remain significant, both in terms of supply and demand. The NFE sub-sector remains poorly resourced, which impacts the quantity and quality of services available. At the same time, education is not always prioritised by nomadic communities with high levels of poverty, which are the primary target for ABE. Natural disasters such as drought and floods compound the problem, displacing communities and pushing their coping mechanisms to the limit. In this context, drop-outs tend to be high and ABE centres may be abandoned due to migration. There is still limited understanding of the value and purpose of ABE in the Ministries of Education.

Way forward

To mitigate the risks of drop-outs from ABE due to migration or labour, UNICEF works closely with CECs to build on their resilience mechanisms, knowledge, capacity and strong motivation to educate their children. With this approach, UNICEF ensures that communities take ownership for the ABE centres, prepare contingency plans and continue supporting the school in the absence of external assistance. UNICEF is also planning to strengthen the quality of education delivered in ABE centres by conducting baseline learning assessments and reviewing the ABE curriculum and teaching materials.

Output 4.3**Unemployed and vulnerable youth are empowered through access to alternative education programmes**

OUTPUT INDICATORS	BASELINE	TARGET	PROGRESS
Number of youth centres supported with relevant training and skills opportunities	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 2 CSZ: 5 NWZ: 5	NEZ: 3 centres supported (Qardho, Bosasso and Garowe) with 1 additional centre (Gaalkacyo) disrupted by conflict - 6 centres active in 2016 CSZ: 3 centres supported (Kismayo, Doolow, Banadir) NWZ: 0 (No UNICEF supported centres conducting youth training) Constrained: 6 centres (50%) target reached. All seven youth centres earmarked to receive equipment in the coming year (2017). Due to secured funding only focusing on NEZ and CSZ, no YEP activities were undertaken in NWZ.
Number of additional youth accessing Youth Education Programmes (gender disaggregated)	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 900 (50% F) CSZ: 2,400 (50% F) NWZ: 4,800 (50% F)	NEZ: 2,240 youth. 3 centres (Bossaso, Qardho, Garowe) enrolled additional 790 youth (291 male; 499 female) CSZ: 1,050 youth. 1 centre (Kismayo) enrolled additional 300 youth (150 male; 150femaleF) NWZ: 0 additional youth, no YEP activities due to funding constraints

Progress against output

UNICEF research identified youth political, social and economic exclusion as both drivers of conflict and impediments to sustainable livelihoods achievement. In mitigating this, UNICEF and partners are empowering youth through education and training for employment in both Puntland and CSR. The output as a whole overcame initial constraints reaching 3,300 youth (38% female) out of a target of 8,100, through the Youth Education Programme (YEP) and life skills training in seven youth centres in Puntland and in Banadir, Kismayo, Doolow, Qardho, Gaalkacyo, Garowe and Bossaso. An additional 1,090 youth (441 male; 649 female) have since enrolled for YEP trainings. Independent evaluation results completed in 2016 for the YEP demonstrate positive contributions towards building relevant skills sets, enhanced social cohesion and non-violence among youth and addressing factors giving rise to alienation of youth and vulnerability to negative behaviours.

Constraints and actions taken

While many partners and Government counterparts agree that there is a need to identify and empower vulnerable youth, the youth sector remains heavily underfunded. The majority of education resources continue to be allocated for basic education and very few partners are directly contributing to the 'youth sector'. Recent dialogue on development plans have incorporated skills development for youth, including through education and other productive sectors. UNICEF and other United Nations agencies have championed the development of a United Nations Youth Strategy that advocates for focus on youth and development of youth technical skills, youth services and a favourable youth policy environment. The education sector analysis and plans have raised the profile for vulnerable and out-of-school youth, providing additional impetus on the plight of youth in Somalia.

Way forward

UNICEF will continue to advocate for more resources for out-of-school youth. Lessons learned, achievements and impact from past programming have been used to engage and enhance youth programming through education. The ongoing YEP skill training programme will be accelerated to be completed before March 2017. In consultation with the MOEHE and the implementing partner, a common understanding on selecting best ways and approaches to accelerate the course without compromising course content completion and quality of the training provisions will be reached. Upon graduation of the trainees, it is expected that the YEP centres, partners and MOEHE will link the trained youth to local enterprises and companies in exploring employment and entrepreneurship options.

Output 4.4**Education authorities and school management, strengthened in leadership skills and commitment to the provision of quality education for all**

OUTPUT INDICATORS	BASELINE	TARGET	PROGRESS
Primary School Teacher Profile Database in place in all zones	0	NEZ: Primary School Teacher Profile Database in place and functional; CSZ: Primary School Teacher Profile Database in place and functional; NWZ: Primary School Teacher Profile Database in place and functional	NEZ: Database functional CSZ: Basic teacher profile database (excel sheet) exist. NWZ: Database functional
Number of school development plans formulated by Community Education Committees	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 20 CSZ: 50 NWZ: 25	NEZ: 183 CSZ: 117 (0 additional from mid-year) NWZ: 121 (275% in excess of target)
Number of functional REOs/DEOs conducting school monitoring	NEZ: 10 (4 REOs, 6 DEOs) CSZ: 4 REOs NWZ: 25 (13 REOs; 12 DEOs)	NEZ: 12 (4 REOs, 8 DEOs) CSZ: 32 (14 REOs, 18 DEOs) NWZ: 68 (14 REOs, 54 DEOs)	NEZ: 12 (4 REOs; 8 DEOs) CSZ: 12 (7 REOs; 5 supervisors) NWZ: 78 (14 REOs; 64 DEOs).
Percentage of schools in target districts inspected per school year	0	90% in all zones	NEZ: 30% of schools CSZ: 10% of schools NWZ: Report pending
Number of Education Sector Committee meetings annually	NEZ: 12 CSZ: 6 NWZ: 12	NEZ: 12 CSZ: 12 NWZ: 12	NEZ: 12 CSZ: 9 NWZ: 12

Number of Education Sector Analysis (ESA) conducted	CSZ: 0 NWZ: 0	CSZ: 1 NWZ: 1	CSZ: Ongoing NWZ: ESA completed; ESSP being finalised NEZ: ESA and ESSP completed
Number of school census conducted	2 (in NEZ and NWZ)	6	NEZ: Census conducted, 1 yearbook published. CSZ: Census conducted, 1 Yearbook completed NWZ: Census conducted, 1 Yearbook published
National Primary school curriculum reflecting peacebuilding in place	0	Conflict sensitive national primary curriculum in place	Conflict sensitive national curriculum framework finalised

Progress against output

Strengthening education systems in Somalia has remained a programmatic priority. UNICEF provided critical technical and financial support to the Ministry of Education for EMIS training (14 government officials from all zones trained) and to complete teacher profile databases. UNICEF also supported analyses of EMIS data for the 2014/2015 and 2015/2016 academic years. There has been considerable engagement of Regional Education Officers (REO) and District Education Officers (DEO) in school monitoring. Somaliland has 78, FGS 12 and Puntland 10 REOs/DEOs – in total achieving 90 per cent of the national target. UNICEF's role in facilitating and incentivising school inspection has enabled active involvement of REOs/DEOs in school supervision and monitoring. With the support of CECs, school development plans have been prepared in 427 schools, capacity has been boosted and monitoring systems initiated for schools monitoring by DEOs/ REOs.

UNICEF supported the finalization of school census data for the academic year 2014/2015 (Puntland and Somaliland) and 2015/2016 (FGS) with corresponding statistical yearbooks released. Sector coordination has also improved with more frequent meetings across the country (9 in FGS, 12 in Puntland and Somaliland). This has improved synergies among development partners and programme alignment to key education Government priorities. All three government administrations launched the very first ESA contributing to updating ESSPs in 2016 with the FGS ESA planned for completion in early 2017. This will also contain the education priorities for the five emerging regional states. The updated ESSPs will guide the education sector for the next three to five years.

The last round of four cascading female teacher training phases was concluded in March 2016, strengthening academic and pedagogy skills for 56 female teachers.

Constraints and actions taken

Very low domestic financing of the education sector, due to a narrow public fiscal space remains and affects overall delivery of education services across all administrations. Most ministries remain affected by high staff turnover that further slows down service delivery. Challenges regarding the adequacy and timeliness of incentive payments for teachers continue to burden the nascent teacher incentive system, causing delays and affecting the commitment of school teachers. Overall commitment to delivery of quality education needs to be grounded in ESAs and ESSPs. While Somaliland and Puntland have undertaken their sector analyses, there have been delays in the FGS one, postponed to 2017.

Way forward

Support to the Ministry of Education will be provided to address delays encountered to pay teacher incentives in a timely fashion and collaborate with other education stakeholders towards a harmonised undertaking of teacher incentive payments. As part of its next country programme, UNICEF will also strategise with Government to better address issues of fragility and resilience to environmental shocks.

Output 4.5

Zonal and regional authorities and partners are prepared to support emergency affected primary school age children with access to child friendly temporary learning spaces, including essential learning and recreational materials

OUTPUT INDICATORS	BASELINE	TARGET	PROGRESS
Number of Contingency Plans	NEZ: 0 CSZ: 0 NWZ: 0	NEZ: 1 CSZ: 7 NWZ: 1	NEZ: 1 contingency plans in place in 2015 CSZ: 3 contingency plans in process NWZ: 1 drought response plan in process
Number of children in affected areas accessing education	n/a	NEZ: 15,000 (50% girls) CSZ: 20,000 NWZ: 15,000	NEZ: 15,062 (48% girls) CSZ: 23,018 (45% girls) NWZ: 0
Number of children in affected areas provided with essential learning and recreational materials	n/a	NEZ: 15,200 CSZ: 20,000 NWZ: 15,200 (50% girls)	NEZ: 15,062 (48% girls) CSZ: 23,018 (45% girls) NWZ: 0
Number of education actors trained on emergency preparedness and response and the INEE minimum standards	NEZ: 106 CSZ: 111 NWZ: 90	NEZ: 200 CSZ: 200 NWZ: 200	NEZ: 138 CSZ: 103 education actors trained NWZ: 0, NWZ training now planned via newly established emergency working groups under the Education Sector Committee.

Progress against output

In 2016, in emergency-affected areas, 38,080 children (of a target of 50,400) accessed education, and education and learning materials in Puntland (15,062 - 48% girls) and FGS (23,018 - 42% girls). UNICEF also facilitated the technical training of 103 government and local duty-bearers in disaster preparedness in FGS and worked closely with local partners to support the provision of TLS and appropriate learning materials. As co-chair of the Education Cluster, UNICEF provided guidance and technical leadership to partners engaged in humanitarian response and engaged in advocacy to integrate UNICEF's Core Commitments for Children into humanitarian responses, advocating around the life-saving nature of education for children in contexts of crisis. In Puntland, UNICEF coordinated with partners and MOEHE authorities to closely monitor emergency prone areas and coordinate response interventions made by the different partners in the education sector. The Education in Emergency Working Group met regularly and worked on capacity at regional level. Despite achievements, there remain critical gaps that require additional technical and funding support to address the many needs and risks for children affected by conflict and natural hazards. UNICEF strengthened response capacities for periods of crisis by developing standby partnership arrangements to respond rapidly to the educational and life-saving needs of children.

Constraints and actions taken

Limited funding for EiE programming, as well as insecurity and weak government institutional capacity continue to characterise Somalia. Lack of learning spaces, overcrowding of available facilities, shortages of teaching and learning materials and insufficient funding to provide teacher incentives, all obstruct efforts to provide emergency education. Frequent recurrence of drought and flooding, compounded with limited preparedness and response capacity of communities, government and partners remains a significant barrier to responding to children's needs. Existing education sector plans and policies have also given limited attention to addressing issues of fragility from humanitarian and development programming. The short duration and unpredictability of funding continues to pose a challenge, further limiting the number of children that can be reached. Moreover, education activities are discontinued once the funding expires - as the government cannot take over the schools and communities lack resources to sustain them. In Puntland, EiE activities remain under funded or unfunded since 2013 despite various natural and man-made emergencies which impact basic education services. Prolonged and wide-spread drought have hit rural communities whose livelihoods and economic activities depend on livestock products and many schools have closed in drought-affected areas. In addition, recurrence of armed conflict in Gaalkacyo, Qandala and Alula created unprecedented population displacement. Due to insecurity, there was limited access of partners to undertake any assessment or deliver EiE services to affected children. The effect of drought is increasing while the displaced have not yet returned home. Tremendous gaps exist between the amount of emergency funds received and the amount of EiE work to be done. Most activities in Somaliland are conducted through the Cluster as UNICEF does not have funding.

Way forward

UNICEF will sustain advocacy for resource mobilization to scale up EiE interventions and will continue supporting capacity building efforts in EiE preparedness and response, contingency planning, especially in Somaliland, where there is a need for further support, especially as the drought is likely to continue disrupting education services in 2017. Training and initial financial support to CECs will continue to be an integral part of all EiE interventions. As part of its new Country Programme, UNICEF will strengthen synergies with development programming in order to address drivers of fragility and increase resilience to shocks and stresses. Across Somalia, UNICEF will support more coordinated efforts for EiE preparedness and consolidated response plans among all sector stakeholders. In Puntland, UNICEF will advocate to leverage sister agencies like WFP to be engaged in expanding the "school feeding" programme as part of EiE programming.

Financial Analysis

The UNICEF Somalia 2016 Education Annual Work Plan was funded for US\$ 17,427,242 against a planned budget of US\$ 25,908,237, representing 67 per cent funding. Tables below provide further details.

Table 1: Planned and funded budget by Outcome Area 5: EDUCATION 2016 (in US\$)

Output	Funding Type ²	Planned Budget ³
4.1. FORMAL BASIC EDUCATION	RR	662,500
	ORR	10,310,109
	ORE	1,059,544
4.2. ALTERNATIVE BASIC EDUCATION	RR	6,000
	ORR	2,854,900
	ORE	300,000
4.3. YOUTH EDUCATION	RR	49,500
	ORR	176,765
	ORE	123,997
4.4. SYSTEM STRENGTHENING	RR	747,800
	ORR	4,928,132
	ORE	139,670
4.5. EDUCATION IN EMERGENCIES	RR	170,395
	ORR	0
	ORE	4,378,925
Total Budget		25,908,237

Table 2: Country-level education thematic contributions received in 2016 (in US\$)

Donor	Grant Number	Contribution Amount	Programmable Amount
German Committee for UNICEF	SC1499050457	1,084,599	1,032,951.14
Total		1,084,599	1,032,951.14

Table 3: 2016 Expenditures in the Outcome Area 5: EDUCATION (in US\$)

Output	Expenditure Amount			
	ORE	ORR	RR	All
4.1 FORMAL BASIC EDUCATION	487,135	6,863,959.96	658,552	8,009,647
4.2 ALTERNATIVE BASIC EDUCATION	140,114	2,028,989	5,983	2,175,086
4.3 YOUTH EDUCATION	57,007	1,247,570	48,596	1,353,173
4.4 SYSTEM STRENGTHENING	64,216	2,442,162	747,759	3,254,136
4.5 EDUCATION IN EMERGENCIES	2,013,864	392,718	153,495	2,560,076
Grand Total	2,762,336	12,975,399	1,614,385	17,352,118

² RR: Regular Resources; ORR: Other Resources – Regular; ORE: Other Resources - Emergency

³ Planned budget does not include estimated recovery cost

Table 4: Thematic expenses by education programme area

Row Labels	Expense
Other Resources - Emergency	192,372
4.2. ALTERNATIVE BASIC EDUCATION	85,319
4.5. EDUCATION IN EMERGENCIES	107,053
Other Resources - Regular	1,028,186
4.1. FORMAL BASIC EDUCATION	214,708
4.2. ALTERNATIVE BASIC EDUCATION	265,784
4.3. YOUTH EDUCATION	110,928
4.4. SYSTEM STRENGTHENING	247,146
4.5. EDUCATION IN EMERGENCIES	189,620
Grand Total	1,220,558

Table 5: Expenses by Specific Intervention Codes

Row Labels	Expense
05-02-01 Out of School Children Initiative (OOSCI)	942,407
05-02-02 Non-formal education (including adult literacy)	2,036,125
05-03-01 Education materials for learning and teaching including classroom technology	1,265,594
05-03-02 Child Friendly Schools # Education	1,122,947
05-03-05 Curriculum reform or development	177,978
05-04-02 Peacebuilding education	439,571
05-04-04 Education # cluster coordination in humanitarian action	2,135,241
05-05-01 Education -Systems	878,426
05-05-02 Teacher development and deployment	4,351,395
05-05-04 School management committee	58,129
05-05-05 Education sector plans (incl. coordinating role)	408,216
05-05-06 Education Management Information System	672,200
05-05-08 Education -technical assistance to regional and country offices	2,863,890
Grand Total	17,352,118

As detailed in Table 6 below, in 2017, the education programme has a budget of US\$ 23,815,750, of which US\$13,588,069 has been secured, leaving a funding gap of US\$10,227,681. The humanitarian situation is rapidly deteriorating with the drought which started in the north last year now affecting most of the country. Overall funding requirements are thus being increased to scale-up life-saving assistance and avert a famine; the education programme's ORE budget is increasing from US\$ 10,117,714 to US\$ 16,595,192. The education programme has experienced funding shortfalls over each year of the country programme cycle (2011-2016), resulting in accumulated shortfalls. This means that a number of planned activities may not be achieved.

Table 6. Planned Education Budget and Available Resources for 2017

Output	Funding Type	Planned Budget ⁴	Funded Budget	Shortfall ⁵
4.1 FORMAL BASIC EDUCATION	RR	50,000	50,000	
	ORR	5,928,711	5,455,430	473,281
	ORE			
4.2 ALTERNATIVE BASIC EDUCATION	RR	370,000	200,000	170,000
	ORR	2,945,000	2,745,000	200,000
	ORE			
4.3 YOUTH EDUCATION	RR	80,000	0	80,000
	ORR			
	ORE	1,800,000	1,800,000	
4.4 SYSTEMS STRENGTHENING	RR	565,000	375,000	190,000
	ORR	3,632,039	2,662,639	969,400
	ORE			
4.5 EDUCATION IN EMERGENCIES	RR	645,000	120,000	525,000
	ORR			
	ORE	7,800,000	180,000	7,620,000
Total 2017		23,815,750	13,588,069	10,227,681

Future Work Plan

In 2017 UNICEF Somalia's education programme will focus on various complementary outputs that support institutional capacity strengthening, including coordination of the education sector, delivery of education services and technical support to the Ministries of Education of Puntland, Somaliland, the FGS, federal member states and education actors. The aim is to deliver education interventions through a range of approaches in line with the priorities identified in the ESSPs under development and to support the achievement of education-related Sustainable Development Goals (SDG). UNICEF will continue to target the hardest-to-reach and marginalised out-of-school children and youth, including pastoralist children, using flexible approaches adapted to their realities. The piloting of new models to reach these communities aims to generate evidence for, and knowledge on how education can contribute to a reduction or prevention of conflict and build community resilience. UNICEF will be leading the new ESA and ESSP (2017-2020) for the FGS, which will further guide programming orientations. All activities in 2017 will be aligned to the new curriculum framework developed in 2016, which took into consideration the harmonization of regional specificities and

⁴ Planned and funded budget excludes recovery cost. RR plan is based on total RR approved for the country programme duration.

⁵ Other Resources shortfall represents ORR funding required for the achievements of results in 2017.

mainstreamed the elements of peace and conflict resolution, disaster risk reduction and other national development needs and priorities. Quality of education is cross cutting for formal, non-formal and alternative basic education, as well as for capacity building. UNICEF will strengthen education sector coordination, including Cluster working groups, to harmonise education interventions and respond to new and recurring emergencies. Significant emphasis will be put on responding to the current drought, which has already affected children's education. By the end of 2016, 277,605 students (122,171 girls) were enrolled in schools in drought-affected areas, a significant portion of which will be at risk of dropping out due to the emergency.

As the country programme has been extended until the end of 2017, UNICEF will continue to strengthen and build on the five priority focus areas described in this report.

In the next country programme, key priority areas will relate to inequities in education and groups who are socially excluded from education services; key determinants affecting quality of education and retention in schools (i.e. learning at early grade levels and teacher quality); education sector management and its impact on inclusive education service delivery; EiE across Somalia and the associated impact on achieving SDGs and national development targets.

Expression of Thanks

UNICEF Somalia would like to thank all its donors for their continued generous support for the children and women of Somalia. The thematic contributions made over the past year have made a significant impact in ensuring UNICEF continues to provide education to out-of-school children and adolescents, and to creating an enabling environment for sustaining equitable access to education. UNICEF looks forward to nurturing these invaluable partnerships for the benefit of the women and children of Somalia.

First time pupil Malyun determined to ensure others can follow



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Malyun Abukar play with a skipping rope with other school girls in the UNICEF-supported Gafaay School in Jowhar. Although she is 10, this is her first year as a student because previously there was no school in the village.

By Mohamud Hashi

Jowhar, Middle Shabelle, Somalia, 19 December 2016 - The village where ten year old Malyun lived never had a school so she had never even seen inside a classroom. However now she is an enthusiastic pupil in Grade 2 where her favourite subject is science.

Malyun comes from a minority group, the Bantu, which have suffered marginalization. Help came in the form of UNICEF and dedicated partners, which supported the building of the school which Malyun and four of her siblings now attend and provided incentives to the teachers to help them continue teaching.

Malyun is an enthusiastic student who loves helping her fellow students with their studies. After school she helps her mother with chores at home before settling down to read with a small battery-powered lamp.

"I want to be a teacher when I grow up," she says with a smile. "I want to make sure that my community is literate. And I will continue to advocate for children here to pursue and complete their education."

Somali children often do not attend school because of illness and poor health. Learning about health and hygiene is as important as reading and writing and Malyun is an active member of the School's Child to Child Committee informing other students, her family and community about the importance of hygiene and cleanliness.

"I will continue spreading messages related to prevention of acute watery diarrhoea and cholera and also persuade everyone to keep our school clean," she says.

UNICEF works with local authorities and communities to build child-friendly schools, train teachers on proven teaching methodologies, empower the local communities to take ownership over children's education, and encourage children to participate in their schools through Child to Child clubs.

- ENDS -

Never too old to learn – a grandmother’s story



© UNICEF Somalia/2016/Sheikh

Faduma visited the school in hopes of enrolling her six year old grandson, Ahmed.

April 2016 - In a crowded Grade One classroom in southern Somalia one particular student stands out among the small chattering children who is particularly keen to learn.

“This is my first time sitting in a classroom,” says Faduma Dhaqane with a smile. She is a 41 year old grandmother who has seen plenty of hardship and tragedy before finally starting school. Thanks to support from UNICEF, Faduma now has her first chance at getting an education.

As a child, Faduma worked on her family’s farm in a small village in Bardera District in southern Somalia, harvesting crops and caring for livestock. The workload was heavy and Faduma was not able to go to school.

“The farming was difficult, but I was the eldest child in my family so I had to support the others,” she said.

At 15, Faduma’s parents arranged for her to be married. Her husband, Abdi, lived a nomadic lifestyle and after their marriage Faduma moved with him in search of water and grazing areas for their livestock. They had four children and a growing herd. But in 2011, a drought led to a famine which killed over 250,000 people including members of Faduma’s family.

“I lost my husband and two of my children,” she says quietly. “It was very painful.”

Faduma fled with her two surviving children to a series of camps for internally displaced people along the Ethiopian border. Last year, the family moved to Kabasa camp in Dolow. Near their new home was a UNICEF-supported school, the Dolow Primary School. Faduma visited the school in hopes of enrolling her six year old grandson, Ahmed. When she met the school’s headmaster, Dhaqan Siyad, he encouraged Faduma to enroll as well.

“The staff motivated me to enroll in Dolow Primary School as a Grade One student,” Faduma said. “I was overjoyed because I saw my dream to be a student coming true.”

Access to education in Somalia is hampered by lack of learning facilities, materials and teachers. The Federal Government’s Go-2-School programme which aims to bring one million children back to school, has provided renewed momentum to improve education opportunities. While there is greater government capacity and an increase in resources for the education sector, communities remain the backbone of the education system. Communities build and maintain schools, provide school meals and pay small incentives to teachers.

With funding from generous donors, UNICEF supports one hundred schools in Gedo region, including Dolow Primary School. In addition to providing learning materials, UNICEF is working with Community Education Committees and Child-to-Child Clubs to strengthen the participation of parents, teachers, community leaders and children in building active and resilient school communities. Communities have come together to build extra classrooms, plant trees, improve the learning environment and conduct enrolment campaigns to bring back children - and adults like Faduma - to school.

Faduma sits in the classroom with her favourite classmate – her small grandson Ahmed.

“I am very excited and I’m learning to read and count,” she said. “I hope to continue my learning until I complete secondary school. I’m so glad I didn’t miss this chance.”

- ENDS -

UNICEF and Partners Ensure Education for All



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Sundus watches over her family's herd.

21 June 2016 - "When I grow up and finish my studies, I want to become a doctor and help sick people in my community," says 14 year old Sundus. Last year, when her mother died after a short illness, Sundus' dreams of completing her education were almost lost. Thanks to the dedication of her family and UNICEF Somalia's support, she is back in school.

Sundus lives in a pastoralist community, and her family's nomadic lifestyle is centred on caring for livestock. Nomadic pastoralists account for a quarter of the population in Somalia. They frequently move with their families to find grazing land and water for their animals. Their way of life requires a unique set of development needs, and is vulnerable to environmental changes and conflict. Pastoralist children are amongst the most excluded from education opportunities.

Both girls and boys are engaged in herding animals from an early age and girls look after their younger siblings and work in the home. "When I wake up in the morning, I used to take the goats to graze with my mother," says 14 year-old Sundus. "Now I stay to watch them on my own, I like watching them."

To ensure children from nomadic communities also have access to quality basic education that can adapt to their lifestyle, UNICEF works with local authorities and other partners to support Alternative Basic Education (ABE). These interventions include temporary learning spaces, accelerated curriculum, flexible timetables, interactive radio instruction and appropriate and relevant reading materials, education kits, teacher resources, and other materials to help provide quality, relevant, and flexible educational opportunities for pastoralist children.

Sundus started school when the ABE came to her village. Alternative Basic Education (ABE) is a unique approach designed to reach pastoralist children, like Sundus. Its flexible approach is adapted to the nomadic lifestyle and offers a second chance for out-of-school children who missed out on the opportunity to enroll in formal primary school. "When I was at home, I would help out," she says. "I would wash the dishes and sometimes cook breakfast and dinner for the family."



After her mother passed away, the family struggled to make ends meet. Relatives in Gardo encouraged Sundus to come and study near them. The ABE structure is closely aligned to the formal school system, so children completing ABE can transition to the corresponding grade level in formal education as long as the quality is comparable. Sundus was thus able to easily transition to a formal school in Gardo town. Sundus' father was happy that his daughter didn't have to drop out of school. Sundus is now in level 5 in her new school in Gardo where she is thriving. "We study seven subjects, including Arabic, Islamic studies, maths, science, social science, Somali and English," says Sundus. "Arabic is my favourite!"

Support to UNICEF Somalia is critical to extending access to bring out of school children to school. In 2015, UNICEF Somalia interventions encouraged an additional 84,789 children including 37,990 girls to enrol in formal primary schools across Somalia. More than 10,000 over aged out-of-school children and children from pastoralist communities are benefiting from education opportunities in ABE centres.