

ACHIEVEMENTS OF THE MINISTRY OF EDUCATION AND SCIENCE

During the Year Ended 31.12.2020

**Prepared by
Ministry of Education and Science
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Acknowledgement

It is my pleasure to share the achievements and the challenges of the Ministry of Education and Science during the year ended December 31, 2020. This concise account is presenting part of a radical reform intended to improve service delivery and operations of the Ministry of Education and Science. It is the product of months of hard work led by the Minister of Education and Science that was aimed at strengthening institutional and human resource capacities of the Ministry for the achievement of education sector development priorities and the internationally agreed development agenda; 2030 Sustainable Development Goals. It is also in line with the ruling party Kulmiye's development program towards education sector.

Primarily, I acknowledge the continuous support, commitment and guidance of His Excellency the President of Somaliland Muse Bihi Abdi throughout the period. The Government's commitment is apparent from the steady increase in budget for the education sector over the last few years.

I am, also, grateful to all of those with whom I have had the pleasure to work with during the year-ended 31.12.2020. I would especially like to thank the Vice-Minister and Director General, Directors of Departments, Section Heads and all other members of the staff of the Ministry of Education and Science for their support and hard work in achieving year-end results. In addition, this work would not have been possible without the support of the Technical Advisors' Office. So I would like to express my gratitude to the Head of Technical Advisors Office Said M Jama, who tirelessly compiled and finalized this report.

Finally, I hope the contents outlined briefly in this report will enlighten the achievements of the Ministry of Education & Science during the past year as well as its strategic direction for the future.

Ahmed M Diriye

Minister of Education

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Acronyms	
ABE	Alternative Basic Education
ANFE	Adult and Non-Formal Education
CLC	Community Learning Centre
DG	Director General
DEOs	District Education Officers
DEDCs	District Education Development Committees
ECE	Early Childhood Education
ECC	Education Cluster Coordinator
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
FLECs	Family Life Education Centers
GER	Gross Enrolment Rate
GPE	Global partnership for Education
GPI	Gender Parity Index
GPS	Global Positioning System
ICT	Information and Communications Technology
IFMIS	Integrated Financial Management Information System
JPLG	Joint Programme on Local Governance
KG	Kindergarten
KPI	Key Performance Indicator
MoES	Ministry of Education and Science
NDPII	National Development Plan II
NER	Net Enrolment Rate
NGO	Non-Governmental Organisation
NFE	Non Formal Education
OBE	Outcome Based Education
READ	Results-base Education Accessibility Development
SCI	Save the Children International
SFP	School Feeding Program
SDGs	Sustainable Development Goals
SDGs	Sustainable Development Goals
SIP	School Improvement Programme
SEDF	Somaliland Education Development Fund
SLNECB	Somaliland National Examination and Certification Board
SLNTTC	Somaliland National Teacher Training College
SMIS	School Management Information System
SNE	Special Needs Education
UNICEF	United Nations International Children's Emergency Fund

Executive Summary

During 2020, the world has experienced an unprecedented level of disruption caused by the coronavirus pandemic, which slowed down the operations of every business institutions whether public or private. Despite that, the MoES succeeded to achieve tangible results in regard to contributing to the three development priorities prescribed by the Education Sector Strategic Plan (2017-2021) namely, increasing educational accessibility while maintaining equity and equality, enhancing educational quality and strengthening educational governance. In addition, the Ministry successfully coped the disruptions of the coronavirus on education by ensuring the continuity of education for majority of students during the school closure.

This document briefly presents an informative account of the activities accomplished during the 2020. It explicitly indicates the strategic reform made by the Ministry in consideration of satisfying both the existing local demand and international best practices. Effective, transparent and inclusive public institutions are fundamental to achieving Sustainable Development Goals, which was one of the prime objectives of initiating the strategic reform. The main focus of the reform was to improve the governance and operational capacity of the Ministry in order to achieve successfully the three priorities mentioned above.

The intention of institutional restructuring and functional review, which resulted the reduction of the number of departments of the Ministry from 24 to 15, was to establish more efficient structure, effective processes and engaged staff. Hence, eliminating unnecessary duplication of efforts within functions of departments augments efficiency. Similarly, removing unwanted layers of management structure through delegation of responsibilities improves operational and decision-making processes of the Ministry. The change management accompanied with the institutional restructuring and functional review aims to improve internal systems of the organization, enhance efficiency and boost staff performance.

The document briefly outlines the barriers to access education and presents the main tasks the Ministry implemented in order to improve access to education. Generally, constructions of new schools in areas where schools are not readily available as well as extension of classes are, among others, the main development interventions aimed to improve access to education and/or sustain retention. The approach of the Ministry in constructing new schools to improve access is based on rational analysis of facts available rather than on an impulse. The Ministry utilized the number of settlements in the country that totals 1510 of which 662 have no schools. The settlements were organized into manageable groups of 10 educational zones in order to identify gaps. Currently, most of the new schools constructed, during 2020 and early 2021, are built in settlements that had no previous education facilities at all, thus improving access to education.

One of the most important interventions in terms of enhancing educational quality standards is to develop and employ well-trained and qualified teachers. Fortunately, the Ministry has National Teachers Training College that is designed to mould the kind of teachers that could contribute to the quality of education in schools. The Ministry has, during the period,

provided in-service teachers training courses and pre-service teachers training courses. Curriculum review has been engaged as well as regular supervision and inspection of schools, which is aimed to enhance the quality of education.

Soon after the coronavirus pandemic was confirmed, the Ministry of Education shut down all schools and universities in the country to minimize the spread of virus. Then, the Ministry made every effort to ensure the continuity of education for students during the school closure. Recording lessons and broadcasting them on the national TV as well as other social media platforms proved to be successful. Also, the Ministry is in the process of procuring solar powered tablets that will be uploaded with pre-recorded lessons and distributed them to most disadvantaged children in rural areas. The document also presents the challenges confronted by the Ministry in achieving its mission as well as appropriate recommendations & solutions for the challenges.

Finally, change management is, normally, required after institutional restructuring and the change management itself is an on-going process that could not be completed overnight. Improving and correcting the internal systems of the organization is quite cumbersome but once done all aspects of organization's systems can easily be manageable.

SECTION I INTRODUCTION & BACKGROUND

1.1 Introduction

The 2030 Agenda, endorsed by all heads of state at the UN General Assembly in September 2015, presents a comprehensive vision for building sustainable peace and development worldwide. The 2030 agenda, which was built on the framework of Millennium Development Goals, includes 17 Sustainable Development Goals (SDGs) covering issues ranging from health and education, to climate action and gender equality. The 17 Sustainable Development Goals include SDG 4, which articulates to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The current Somaliland Ministry of Education & Science started its operations from scratch after the collapse of the previous Government of Somalia in 1991. Then the Ministry of Education and Science was founded on and governed by the Articles from the Constitution of the Republic of Somaliland and subsequent National Education Act, Decrees by the Presidents of the Republic of Somaliland and National Education Policy.

Over the period, the MoES grew to become one of the most significant public institutions that caters for a huge number of students and employs more than 7000 permanent staff of which majority of them are teachers. Unlike other public institution, the MoES has a constant challenge of satisfying the needs of so many different stakeholders that consist of pre-school age children, school age children and teenagers, university students, adults, children and young people with special needs and marginalized children and young people that live in both rural and urban areas as

well as parents and the wider community.

Also, there is a well-established and growing private education sector in Somaliland that began its operations alongside the Ministry from the early days of Somaliland Government. The private education sector operates and provides both basic and higher education. However, the Ministry of Education and Science is the national entity with the executive powers of implementing duties related to the provision, development and policy regulations of both public and private education in Somaliland.

In reality, the demand for education in Somaliland is steadily increasing due to a number of factors including, population growth as well as the globalization trend and the efforts of Government that made both urban and rural populations more aware of their rights in terms of getting equitable access to quality education from the Government. Despite the fact that it is difficult for most developing countries to achieve Universal Primary Education (UPE), Somaliland Ministry of Education and Science has taken steps in the right direction for the first time to achieve UPE. In other words, the Ministry has undertaken pragmatic improvement in increasing educational accessibility during the past year and laid down the foundation for the strategy of achieving UPE, if “READ” initiative is strictly followed.

1.2 The Mandate of the Ministry of Education and Science

As outlined below, Article 15 from Somaliland Constitution encapsulates the main principles that guide all other subsequent laws and regulations relevant to the education. It emphasizes the importance of education for the wellbeing

of the society as a whole and promotes the necessity of inclusivity in education so that all society lives together in harmony. Article 15 (Education, Youth and Sports) from Somaliland Constitution states that:

1. The state shall pay particular attention to the advancement, extension and dissemination of knowledge and education as it recognizes that education is the most appropriate investment that can play a major role in political, economic and social development;
2. Education is in the public interest, and is rooted in the experience and the special environment of the Somaliland society;
3. The learning of and training in the Islamic religion is a fundamental path and shall be compulsory at all levels of education. At the same time, the promotion of Koranic schools is the responsibility of the state;
4. Citizens and resident foreigners may open schools and educational or training projects of all levels in accordance with the Education Law;
5. The state shall accord a first priority to primary education, and shall endeavor to spread primary education to the regions and the districts;
6. The eradication of illiteracy and the provision of adult education is

a national obligation, and the efforts of the public and the state shall be combined to fulfill this obligation;

7. The national policy is that primary education shall be free;
8. In order to ensure a healthy physical and mental growth of the young, and to improve their well being and maturity, the state shall give special attention to the promotion and encouragement of physical education and sports which will be recognized as one of the basic subjects in the educational curriculum of both state and other schools.

Vision & Mission

Vision: “Somaliland envisions education as a means to prepare all learners to become lifelong learners equipped with skills, knowledge and attitude to be successfully productive citizens”(Somaliland National Policy of Education, 2015-2030).

Mission: The mission of National Education of Somaliland is to provide a quality and relevant education that will prepare every student to be success in life with partnership of its parents and communities”(Somaliland National Policy of Education, 2015-2030). In addition to the above-mentioned Vision and Mission, the Ministry is guided by the following core values:



Figure: 1.1 Core Values of MoES	
Core Values	
Integrity	Putting the obligations of public service above personal interests
Honesty	Being truthful and open with strong moral principles in all decisions and actions
Objectivity	Basing advice and decisions on rigorous analysis of the facts/situation with no influence of personal feelings or judgment
Impartiality	Acting solely according to the merits of the case and serving governments of different regions equally well

Professionalism	Ensure and maintain high standards in the discharge of responsibilities and delivery of services
Transparency	Uphold openness in all activities and provision of services
Patriotism	Demonstrate a sense of devotion and personal identification as a citizen

1.3 Somaliland Education System

Somaliland National Education Act No. 77/2020 and the National Education Policy clearly state the structure of the education system of the country that is arranged as follows: -

1. Early Childhood Education;
2. Primary Education;
3. Secondary Education;
4. Adult & Non Formal Education;
5. Technical and Vocational Education Training (TVET); and
6. Higher Education.

Furthermore the Ministry of Education and Science formulated the Education Sector Strategic Plan (2017-2021) that was based on the National Development Plan II and is in harmony with all existing educational policies as well as the National Education Act. The Education Sector Strategic Plan 2017-2021 clearly indicates the scope of the education sector development operations and the amount of investment required for its implementation. The ESSP (2017-2021) document establishes the priorities of the Ministry of Education and Science as follows:

1. Increasing educational accessibility;
2. Enhancing education quality; and
3. Strengthening educational governance

Additionally, the ESSP (2017-2021) used Key Performance Indicators (KPI) for monitoring and evaluation of the results achieved under each subsector within the education sector. For instance, the planned outcome of ESSP (2017-2021), in terms of General Enrolment Rate (GER) of Early Child Education (ECE) was expected to increase 3.2% to amount to 12.3%. The GER in Primary Education including the Alternative Basic Education (ABE) is expected to increase from 44.3% to 67.4%. Similarly, the GER of Secondary Education is anticipated to reach 35% with an increase of 21.3%. The ESSP stipulates a yearly and mid-term review of the progress towards achieving the planned targets agreed. In addition, the different departments of the Ministry prepare quarterly and yearly update of their respective achievements and planned activities.

1.4 Organization of the Report

The document is organized into the following six main sections:

- 1) Section I: Introduction and Background;
- 2) Section II: Strengthening Educational Governance;
- 3) Section III: Improving Educational Accessibility;
- 4) Section IV: Enhancing Educational Quality;
- 5) Section V: Education in Emergency;
- 6) Section VI: Conclusion & Annexes

SECTION II: STRENGTHENING EDUCATIONAL GOVERNANCE

2.1 Importance of Institutional Governance

Good governance is at the heart of any successful institution whether it is public or private. It is essential for a company or organisation to achieve its objectives and drive improvement, as well as maintain legal and ethical/moral standing in the eyes of stakeholders, regulators and the wider community. The complexity of ‘‘concept of governance’’ makes it difficult to encapsulate in one simple definition. Generally, the need for governance exists anytime a group of people come together to accomplish an end.

Hence, the concept of Governance ‘‘refers to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. Governance therefore can be subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs. (*Concept of Governance Definition by International Bureau of Education*)

The importance of ‘‘Governance’’ in the institutional success encouraged the management of the MoES to review the organizational structure and processes that were in place and designed to guarantee the governance principles/qualities

mentioned above such as accountability, transparency, responsiveness, inclusiveness, empowerment, rule of law, stability, equity and broad-based participation. Therefore, this section of the report demonstrates the tasks carried out and successes achieved in terms of strengthening the governance and improve the overall performance of the Ministry.

2.2 Operational Review

In strengthening the institutional governance and ultimately improve the overall performance of the Ministry as well to familiarize with different departments and units within the Ministry, the Minister of Education along with top management of the Ministry and other professionals, conducted the first fact-finding mission through meetings with individual departments/units. The information gathered from different departments and units consisted of the following:

1. The number of different departments and sections/units within the Ministry of Education and Science
2. The number of permanent and temporary staff in the department/unit as well as their names and roles & responsibilities;
3. Projects and specific activities implemented and achievements for the last six months;
4. Planned projects & activities for the coming six months of 2020;
5. The external development partners the different departments/section/units within the Ministry work with; and
6. Challenges & recommendation confronted

Figure: 2.1 Number of Departments Interviewed

No.	Name of the Department/Unit
1.	Human Resources
2.	Policy Planning
3.	Admin and Finance
4.	Quality Assurance
5.	Asset Registration Department
6.	Non Formal Education
7.	Secondary Schools
8.	Primary Schools
9.	Early Childhood Education
10.	Private Schools
11.	TVET
12.	TVQA
13.	Gender Balance
14.	Special Needs
15.	Feeding and School Health/Feeding & Nutrition
16.	Somaliland National College of Education
17.	National Curriculum Institute
18.	National Examination and Certification Board
19.	Child Care Centre
20.	Higher Education Commission
22.	Directorate of Higher Education
21.	Higher skills and Entrepreneurship department
22.	EMIS Department
23.	Planning and Development
24.	Administration and Finance

In addition to the above, the Minister had met with a number of external partners that comprise of UN organizations, International NGOs and Local NGOs who work, in partnership, with the Ministry of Education and Science on the implementation of development projects.

The information gathered from interviews conducted with Directors of Departments, Heads of Sections, Staff members and development partners were carefully studied, analyzed as achievements, challenges and obvious gaps in the processes of achieving the mandate of the Ministry. The information was divided into the following 2 categories;

1. General and Specific Information: an information that provides a general and/or specific understanding of the what each department do, how they do it, etc.
2. Actionable Information; Information that provides sufficient reasoning for taking a corrective action in order to achieve the desired results.

Although both above mentioned information was useful, the actionable information was transformed into future action points and incorporated with the main ESSP action plan of the Ministry.

2.3 Institutional Re-structuring and Functional Review

The new minister of education, through his review meetings with departments and units of the ministry, realized the need to re-structure the ministry and therefore selected a team of experts that consist of both internal and external professionals to undertake a re-structural & functional review and present the findings of their work to the top management of the ministry with own recommendation.

A technical team led by the deputy Minister was assigned to conduct an in-depth study on the structure and functional review of the Ministry and the feasible alignment with the desired educational development and humanitarian targets prescribed in the ESSP and its mother document NDPII as well as the global development agenda (SDGs). The mandate of the team was to conduct a review and assessment on the functions of different departments and units/sections of the Ministry of Education and Science (MOs) with particular attention of the following:

- a) Delineation of the roles and responsibilities of departments within the Ministry;
- b) Separation of powers or lines of authorities among the departments of the Ministry;
- c) Harmonization and gaps of governing policies and Acts, guidelines and frameworks
- d) Review of agreements/contracts entered with external partners;
- e) The guidelines for payment processing.

In a nutshell the aim was to ensure whether the functions of different departments and units of the Ministry contribute effectively to the mandate of the organization as well as whether they are in line with existing regulation, policies, procedures and systems set for the purpose of achieving the mandate.

Methodology

The methodology employed to achieve the above mentioned objectives was a combination of techniques the consist of the following:

- a) A deskwork review of existing literature including the relevant regulations that govern the work of the ministry and its departments/units as well as previous assessments made on the functions of the Ministry;
- b) Analysis of information collected from the review conducted by the Minister in his early days in office;
- c) Assessment of information collected through completion of questionnaire form developed for the purpose of getting quantitative and qualitative data from the departments/units;
- d) Face-to face interview with directors of the departments;

2.4 Outcome of the Functional Review

The outcome of the assessment undertaken on the basis of the information gathered highlights the need for major improvement in governance structure as well as performance and service delivery. The following table summarizes the findings of the review:

No.	Challenge
1.	Poor governance structure: where the organization is not acting in a legal manner; institutions are permanent, which means that they do not end when one person is gone. Institutions have rules and can enforce rules on human behaviour.
2.	Silos mentality: where people do not share the information available for the development of education sector
3.	Weak control systems and poor monitoring; which can effect the organization's performance, encourage abuse of power and motivate corruption
4.	Centralized management system: poor delegation of responsibilities
5.	Resistance to change
6.	Duplications of work
7.	Poor supervision of staff performance
8.	Lack of promotion based on merit
9.	Disbursement driven donor projects and not results based
10.	Lack of staff development trainings

As a result, the Technical Consultants drafted a preliminary findings report with recommendations for restructuring that were in line with the three ESSP target objectives, which are: a) Educational Governance Strengthening, b) Enhancing Educational Accessibility & Inclusiveness and, c) Improving Quality of Education.

At various points in an organization's life cycle, institutional restructuring is necessary for several reasons; new management, improving performance, increasing efficiency, to accommodate a shift in the institution's strategy, or to become more effective in service delivery. After a lengthy contemplation, consultation as well as analysis of the strategic aims and plans of the Ministry, the management of the MoES proposed

and approved a new structure for the Ministry of Education and Science.

A number of institutional reforms were conducted vertically and horizontally. In the horizontal perspective the current organizational structure was reduced from 29 to 17 (14 departments for the school directorate and 4 departments for the higher education directorate).

In addition, there are also 4 semi-autonomous departments of which two of them have already existed but a new department was added. The 15 departments constituted for the schools directorate were aligned with the above-mentioned priorities identified in the ESSP. Hence, the following grouping of department is in line with the Ministry's priorities:

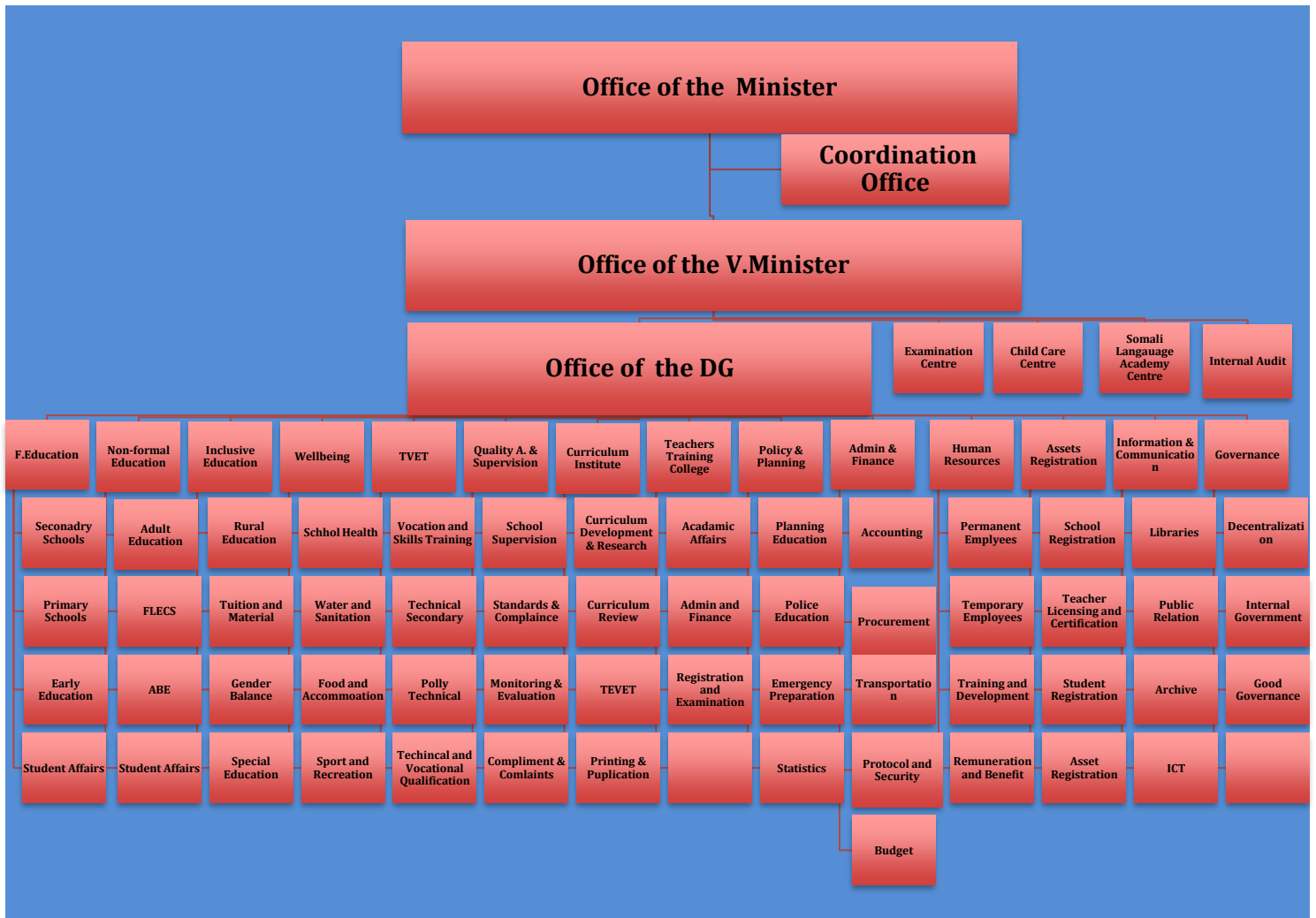
Figure 2.3 Alignment of Departments with the Three Development Priorities				
BASIC EDUCATION				Total
No	Operational Focus/Priority	Departments	Further Classification	
1.	Accessibility	1. Formal Education	5} Core Departments	15 Departments
		2. Non-Formal Education		
		3. Inclusive Education		
		4. TVET		
		5. Wellbeing Department		
2.	Quality	1. Quality Assurance & Supervision	4} Supporting Departments	
		2. Curriculum Institute		
		3. Teacher Training College		
		4. Somali Language Academy		
3.	Governance	1. Policy & Planning	6} Supporting Departments	
		2. Human Resources		
		3. Asset Registration		
		4. Information & Communication		
		5. Admin & Finance		
		6. Governance		

The New Organogram of the MoES

Basic Education Departments and Sections: the below organogram shows the basic education departments and their respective section. All these departments

and sections directly come under the management of the Ministry and particularly the Director General of the Ministry. Besides, there are four semi autonomous departments in the structure.

Figure 2.4 MoES Organogram



2.5 Change Management

Change management (sometimes abbreviated as **CM**) is a collective term for all approaches to prepare, support, and help individuals, teams, and organizations in making a change. Drivers of change may include the on-going evolution of technology, internal reviews of processes, crisis response, customer demand changes, competitive pressure, and organizational

restructuring. It includes methods that redirect or redefine the use of resources, systems and processes, budget allocations, or other modes of operation that significantly change a company or organization.

Institutional restructuring is one of the drivers of ‘change management’ and as such they are complementary; institutional re-structuring alone will make no tangible

benefits unless it is accompanied with change management. This encompasses system strengthening and institutional building as well as appointing qualified and capable individuals that can achieve the desired results.

Following the restructuring of the Ministry, the Minister of Education, in consultation with the senior management of the Ministry appointed new directors for the various departments of the Ministry. Finding the right people for the right positions is always difficult but after long contemplation, review and analysis of qualification and experience of potential candidates, the management of the Ministry appointed 15 directors of which 40% of them were females. The aim was to inject a new blood into the organization that takes the lead of the "change management" required. However, the first step of the change management required was to hold an orientation workshop for all the new directors of the Ministry.

2.6 Orientation Workshop

The MoES conducted an Orientation/Induction Workshop for the new Directors at Hayat Hotel on April 2020. The main objectives of the workshop were as follows: -

- ❖ To understand the core values of the MoES and moral values of the personality of the office etiquette;
- ❖ Induction on Educational Governing Policies and Acts and Guiding Principles;
- ❖ Induction on Operational Management Procedures: Roles and Responsibilities
- ❖ Orientations on Civil Services Policies, Acts and Procedures;
- ❖ To validate the functions of departments and the organizational structure;

- ❖ To present draft functions of each proposed departments and sections of departments and agree;
- ❖ The MOES Management guidance on how to effectively implement action plans.

During the orientation workshop the following methodology was adopted: -

- ❖ Each departmental group were divided by thematic area of ESSP and Technical consultants had to present the draft departmental functions for review and ownership before finalizations;
- ❖ Departmental group discussions were organized to review departmental functions and agree with MOES management and departmental directors during the group work discussions;
- ❖ Through participatory discussions the participants under the leadership of the Minister and the DG agreed the final functions of each departments and the first quarter priorities;
- ❖ MOES management presented the proposed structure and how it was aligned with ESSP implementation and Education Act;
- ❖ The Management presented the priorities and provided strategic and technical guidance for departments to familiarize department's functions and linkages with ESSP/NDP2 targets, indicators and the implementation approach of the MOES Action Plans;
- ❖ Brainstorming sessions and plenary was conducted during the orientation workshop.

Expected Outcome of the workshop:

- ✓ The MOES organizational FR assessment conducted and developed top structure of the organization including definition of functions and top positions prepared job descriptions for each MOES department and sub units.
- ✓ Harmonized MoES vision, mission, mandate and core functions in line with Government MOES policy documents, sectorial specific studies and strategic plans;
- ✓ Harmonized common departmental functions with those developed from the Civil Service Commission, World Bank and UNDP;
- ✓ Developed and harmonized specialized functions in line with the best practice based on the MOES policies;
- ✓ Reviewed the current and future staff requirements as per the new MOES organizational structure;
- ✓ The development of the complete organizational structure, functions for the departments and sections agreed through consultation during the workshop;
- ✓ Development and harmonization of job descriptions for the heads of departments in line with the best practice and MOES policy documents;
- ✓ MOES Action plan modalities of implementation agreed;
- ✓ Each department understood their department's functions

2.7 Systems Strengthening

The planned reform on the education sector is cumbersome in regard to the massiveness of operations within the Ministry and cannot be completed within few months. The current reform will continue and will need regular maintenance, adjustments and improvements. Hence, after the restructuring, the management of the Ministry recently laid the foundation for continuous improvement on operational policies, systems and procedures.

The management of the Ministry realized that a comprehensive review on policies, acts and bylaws is required as well as the development of Standard Operating Procedure manuals (SOPs). Standard Operating Procedure manuals (SOP) is a document which describes regularly recurring operations

to ensure that the operations are carried out legally (according to regulation), correctly (quality) and always in the same manner (consistency).

In a nutshell, the Standard Operating Procedure manual is a document that guides the employee of what to do legally in a particular situation and how to do it. As SOP contents is based on organization's legal documents such as acts, policies and procedures, the top management of the Ministry approves it and therefore it reduces the liability on the side of the employee who complies the instructions of the SOP. The Ministry planned to develop Standard Operating Procedure manuals for all departments and sections of the Ministry. The SOP manuals that are underway include Procurement Manual and Accounts Manual for Admin and Finance Department, SOPs for the administration and management of Basic Education Units such as Early Child Education Centres, Primary and Secondary Schools, etc.

With Standard Operating Procedures (SOPs) Manual the Ministry will have consistency in service delivery

The MoES has taken steps to review and amend the National Education Act- (Act. no. 77/2018)- as well as the educational policy. The current education policy will set out the Ministry's main goals and priorities and it will be in line with the country's constitution. In fact, the education sector is very large with many sub-sectors and sub-divisions such as Early Child Education (ECE), Primary Education (Lower Primary and Upper Primary), Secondary Education, Private Education and so on and so forth. Therefore, the Education Policy reform addresses all the sub-sectors mentioned and will respond to the emerging issues resulted from the fast changing world in which the Ministry operates as well as the global and regional education development agendas.

2.7.1 Asset Registration

Almost every public institution manages public assets that belong to the nation. The MoES manages numerous public assets that need to be utilized efficiently, safeguarded, maintained and registered with their current values. For this reason, the MoES created the Department of Asset Registration and Licensing, which is one of the supporting departments aligned under the thematic of Governance. The Department of Asset registration has a the following broad mandate:

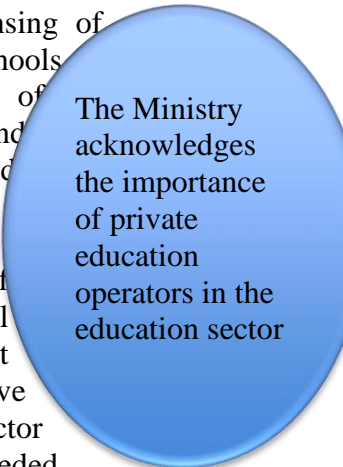
“Registration of educational facilities (buildings, fixtures, and equipment necessary for the effective and efficient operation of the program of public education, classrooms, libraries, rooms and space for physical education, restrooms, specialized laboratories, cafeterias, media centres, vehicles, buildings, equipment, fixtures, furnishings, land, books, etc.) and

ensuring/approving their safety for utilization as well as certification of teachers and licensing of private schools.”

The Ministry of Education and Science had a number of meetings with the privately owned/operated schools of which the aim was to resolve the continued misunderstanding between the public and private education sectors. The Ministry succeeded to create a healthy atmosphere where both public and private education sectors could cooperate and join forces in order to achieve their common goal; the provision of quality education to our children. Consequently, the MoES through the Department of Asset Registration initiated a number of activities related to the registration of public assets that come directly and/or indirectly under the management of the Ministry. These include the registration of public schools and other educational assets (such as land, vehicles, furniture and IT equipment) registration and licensing of privately owned/managed schools registration and certification of teachers and registration and licensing of school busses and school buss drivers.

Over the period, the Ministry of Education & Science had several meetings with different stakeholders namely Representative Committee of private education sector and Ministry of Finance and succeeded to establish a tariff for three different categories of licensing such as:

1. License for Privately Owned Schools
2. License for Privately Operated Schools
3. License for Public Schools



The Ministry acknowledges the importance of private education operators in the education sector

The following chart shows the schools registered and licensed during 2020.

Figure: 2.5 Schools Registration and Licensing

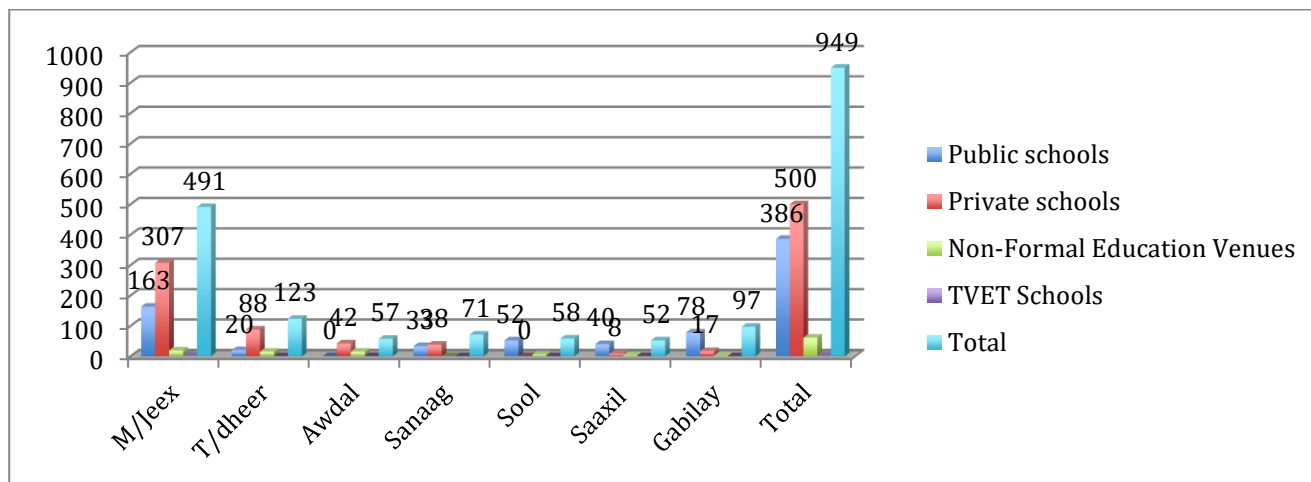


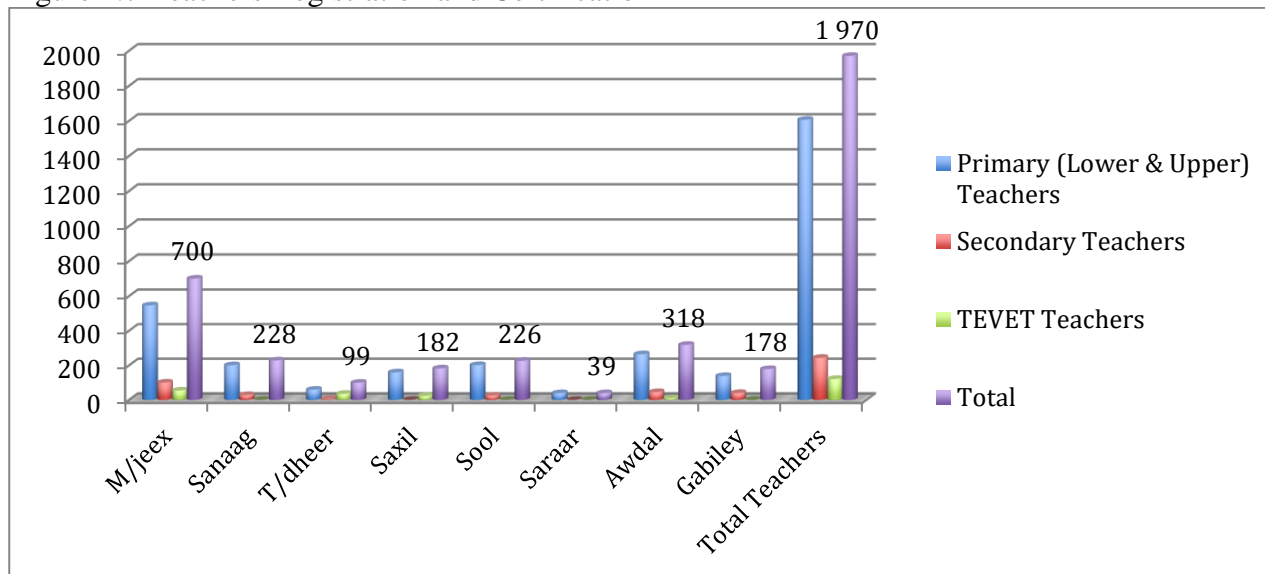
Figure: 2.6 Schools Registration and Licensing

Region	Public schools	Private schools	Non-Formal Education Venues	TVET Schools	Total
M/Jeex	163	307	19	2	491
T/dheer	20	88	15	0	123
Awdal	0	42	15	0	57
Sanaag	33	38	0	0	71
Sool	52	0	6	0	58
Saaxil	40	8	4	0	52
Gabilay	78	17	2	0	97
Total	386	500	61	2	949

Similarly, the chart outlines the number of teachers that applied certification and their personal data is recorded for certification purposes.



Figure 2.7 Teachers Registration and Certification



2.7.2 Workforce

The employees are the main assets of any organization, and they are the ones that determine the success and the failure of organizations. One of the hot topics in the human resource field is the “employee engagement”, which is providing employees with the opportunity to be welcomed and get involved in the discussions/design and implementation of development initiatives of the Ministry.

During 2020, the Ministry started a payroll-cleaning task to ensure the exact number of staff at the Headquarter. The Ministry registered and recoded the details of 410 employees that are based the Ministry’s Headquarter offices to ensure the respective duties and responsibilities of each member of staff. The payroll grade of 51 members of staff of the Ministry have been promoted to ‘A’ grade. Similarly, staff salary payment method is improved by depositing staff salaries directly to their individual bank accounts. The later is achieved with the collaboration of Somaliland Central Bank.

The Ministry of Education provided short-term teacher training courses to 737 members from the second batch that

completed the National Service Scheme (NSS). The 737 members were trained with different teaching methodologies and class management, which is intended to help them carry out their duties successfully while contributing to education quality. The teachers were allocated to primary and secondary schools in the country and specifically those in rural areas. In addition, during the 2020, the Ministry of Education recruited 318 teachers who will be working in rural area schools.

2.7.3 Communications

Information sharing within the organization is very crucial as it improves staff performance. The Ministry created a department that is responsible for the communications/information coming in and out of the Ministry. Over the period, the Ministry improved the communications among the employees by introducing flexible communication platforms that allows every employee to have the opportunity to discuss on the operations of the Ministry, suggest his opinion on work related issues and get engaged. Improving communication allows knowledge to be shared and put into practice in order to achieve the Ministry’s development goals.

A call centre within the Ministry was established to assist stakeholders including students, teachers and parents to talk to a dedicated member of staff and pass their complaints, compliments and any educational emergency they need to report.

Students, teachers, parents or the general public can ring 9666 to reach the Ministry of Education and Science.

2.7.4 Educational Governance & Decentralization

There is no common understanding of the concept of decentralization. Decentralization means different things to different people and it is important to take on a definition of decentralization that best meets the context of the Ministry of Education and Science. Decentralization can be defined: -

“ ...As a form of an organisational structure where there is the delegation of authority by the top management to the middle and lower levels of management in an organisation¹ ”. In this case, the responsibilities of daily operations and minor decision-making authorities are delegated to lower and middle layers of the organization while top-level management focuses more on major strategic decisions. In other words when delegation of responsibilities occur in organizational/regional level is called decentralization.

However, the Ministry embarked a process of decentralization particularly in the areas of decision-making, planning and implementation. The Ministry communicated with the development partners directly and informed them to work closely and directly with directors of relevant departments, regions and districts

¹ <https://byjus.com/commerce/what-is-decentralization/>

for the implementation of the 2020 ESSP Action Plan and future plans.

2.7.5 Model & Levels of Decentralization

The Somaliland National Education Policy envisages a decentralized education system, to ensure that the provision of education is effective, efficient and equitable. The education decentralization policy framework provides the basis for the decentralization process, which will give greater responsibility for the implementation of ESSP strategic plans to regions, districts and up to school level.

Administrative decentralization is by far the most common and accepted form of decentralization, insofar as development is concerned (Cohen and Peterson, p. 19)²

The MoES adopts administrative decentralization model that improves performance and service delivery considering the massiveness of the Ministry in terms of operations. This form of decentralization is in line with the following definition: “.....the transfer of responsibility for planning, management, and the raising and allocation of resources from the central government and its agencies to field, units of government agencies, subordinate units or levels of government, semi-autonomous public authorities or corporations, area-wide regional or functional authorities, or non-governmental private or voluntary organizations.”³

²

http://web.undp.org/evaluation/documents/decentralization_wor king_report.pdf.

³ Rondinelli, D., and Nellis, J., “Assessing Decentralization Policies: A Case for Cautious Optimism”, Development Policy Review IV, 1 (1986), p.5

The decentralization undertaken by the Ministry is built on the number of regions, which are 14 regions and the 23 electoral district of the country. So the delegation of responsibilities starts from central and regional levels to district and schools levels.

2.7.6 District Education Development Committees

As part of the decentralization embarked by the MoES, 21 District Education Development Committees were established for 21 Districts where only 2 Districts (Lughaya and Xudun) are still pending for technical reasons. The education development committees of each district consist of 9 members from the government institutions (District Education Offices (DEOs), and member from Local Government) private sector, religious groups and local Civil Society organization.

On 16 December 2020, the MoES conducted a training workshop for 173 members of the newly established District Education Development Committees at Mansoor Hotel. The purpose of 3-day training workshop was to train the DEDCs with their roles and generally to understand the strategic and operational directions of the MoES. Among the roles and duties of the DEDCs include:

- 2 To actively participate Ministry's efforts in terms of increasing educational accessibility, enhancing educational quality standards and strengthening the educational governance and decentralization at a district level;
- 3 To carry out awareness raising campaigns on the importance and

benefits of education and hold regular meetings with local community to encourage them to enroll our children, both girls and boys, to schools;

- 4 To contribute to the local/district level educational development initiatives to achieve the overall national education targets and enhance the illiteracy within the local community

2.7.7 Education Sector Decentralized Service Delivery- JPLG

In 2014, the Ministry of Education with support from UNICEF-JPLG has devolved certain primary education functions to three district councils namely, Borama, Berbera and Burao as a pilot project. When the pilot proved successful, MOES added Gebilay district to the group in 2017 to make them four. Then in 2018 expanded to five districts with Hargeisa and, in 2020 Zeila joined the group to make six Districts. The Ministry of Education is planning to undertake the incremental expansion of primary education service delivery functions to local governments across the country and this is a high priority for the Ministry of Education to ensure equitable quality basic education services provided to all children in Somaliland.

The devolved primary education functions to local governments are funded through a co-funding mechanism from three partners; UNICEF-JPLG, Ministry of Education and District councils). During 2020, 68% of the education decentralization funds came from the districts, while, the Ministry contributed 16% and the other 16% came from the UNICEF-JPLG. This is a strong indicator that shows district commitment on primary

education investment. Regarding the district commitment in 2020, district contributions on Education Sector Decentralization Service delivery is over \$ 1,479,725.10 USD across the 6 districts compared to 2014 district contributions that was only \$90,000 across the districts. The below table shows the co-funding arrangements in 2020 among the partners:

The implementation of Education decentralization has positive impact and significantly improved the working relationship among the Districts, Regional Authorities and the Ministry. During 2020, the target districts rehabilitated 119 primary schools, constructed 2 new primary schools as well as 29 new classrooms across the target six districts of Hargeisa, Zeila, Berbera, Borama, Burao and Gabiley. This has contributed the access, quality and consistency of learning at the primary education in the target districts. Also, reduced the crowded classrooms and created more spaces.

The education sector decentralization service delivery established working relationships and interaction between communities and Local Government in delivering education service, improves overall community cohesion and stability. Local Governments have proven their abilities to deliver services, including on numerous occasions in urgent situations (schools damaged by natural disaster, fire, etc.)



Figure 2.8: Primary Education Decentralization Contributions among partners				
District	District Contributions (\$)	MOES Contributions (\$)	JPLG Contributions (\$)	Total (\$)
Hargeisa	506,051.10	123,142.00	106,000.00	735,193.10
Berbera	458,698.00	31,640.00	61,000.00	551,338.00
Gabiley	220,000.00	64,920.00	61,000.00	345,920.00
Borama	110,000.00	49,060.00	61,000.00	220,060.00
Burao	100,000.00	52,638.00	61,000.00	207,638.00
Zeila	84,976.00	36,636.00	0	121,612.00
	1,479,725.10	358,036.00	350,000.00	2,181,761.10

2.8 Somaliland Education Development Fund

The Somaliland Education Sector has made remarkable achievements since the Ministry of Education was established in 1991 when the provision of education service was started from zero. Currently, the education service is well established within the Somaliland administration due to the commitment from the Government of Somaliland together with the support & effort from international development partners and civil societies. While a significant progress is already made in the last 30 years, which is currently notable in the education sector, the education system is still lagging far behind other nations in terms of quality standards of education, educational accessibility and governance. The reason behind these shortcomings is mainly due to lack of sufficient funding that covers the three priorities identified in the Education Sector Strategic Plan (ESSP-2017-2021).

During the period, the MoES initiated an alternative way of generating funds to fill

in the gaps that exist in the three pragmatic areas of priorities. The Ministry established Somaliland Education Development Fund (SLEDF), which is a pooled fund earmarked for financing educational development priorities. SLEDF will be administered and managed independently based on its policy, which is currently under process. Similarly the development of fund-raising strategy for SLEDF is underway. SLEDF will be officially launched in Hargeisa as soon as pending tasks are finalized. The Fund will be earmarked mainly for immediate priorities of the education sector of which the most notable are increasing access to education as well as enhancing the quality of education. These include, among others, upgrading the quality of life of teachers.

Every-one who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of educational system.
SIDNEY HOOK

2.9 Summary of Achievements, Challenges & Recommendations

Figure: 2.9 Summaries of Achievements, Challenges & Recommendations

Priority Area	Sub-Area	S/No	Achievements	Challenges
Governance	1. Institutional Restructuring, Functional Review and Change Management.	1.1	Restructured the Ministry from 24 Department down to 17 Departments;	Resistance to change -
		1.2	Developed and disseminated clear spelled functions and responsibilities of the new departments and sections;	Improving internal systems and operational procedures -Standard Operating Procedures- which require both time and funding
		1.3	Training the Directors and Heads of Sections;	Getting international experience
		1.4	Reviewed ESSP and improved the effectiveness, Efficiency (cost effectiveness and timeliness), relevancy to the local context, equity and equality and sustainability; And communicated with all development partners to consider the issues	Lack of cooperation from the Development Partners in terms of using country systems

		observed	
		1.5	Cleaned the employees files and records to match the Ministry's priorities and Civil Service standard;
		1.6	Educational Asset Management including school (both public and private) and fixed asset registrations;
		1.7	500 privately owned/operated schools have been registered and licensed; while 449 public schools have been registered;
		1.8	Other educational facilities such as vehicles, office furniture and IT equipment has been registered;
		1.9	40 land-sites for 40 schools has entered into GPRS in Marodijeex region as part of a pilot project;
		1.10	Established school & student registration system in which a unique ID is assigned to each students to utilize throughout educational life span which provides the Ministry and its partners to easily trace students enrolment, retention, promotion status and achievement records;
		1.11	Set schools and staff performance evaluation and awarding systems
		1.12	Decentralized operational and financial management procedures (Ongoing);
		1.13	Established District Education Committee for 21 electoral districts;
		1.14	Developed Terms of Reference (ToR) for District Education Development Committee;
		1.15	Hold training workshop for 187 members from District Education Development Committee
		1.16	Somaliland Education Development Fund created; the Steering Committee have been selected; the Draft Policy /Act for managing the fund is under discussion; Similarly the fund raising strategy is under process of development
			Lack of funding: The human resource department has no budget for the activities and services that they mandated to do as such as supervision and monitoring of the regional and district staff, staff awards scheme, establishment of staff health care program,
			The imbalance of staff allowances is one of the main reasons behind for poor performance of staff
			Lack of regulatory framework for private basic and higher education;
			No educational asset registration policy;
			The Ministry has problems of individuals illegally claiming land-sites owned by Ministry
			Upgrading the system and maintaining it can be the challenge
			No budget allocation for this task
			Operational and financial procedures training for regional/district staff
			DEDCs need incentives for high quality performance
			The tasks pending in terms of properly establishing the SLEDF requires funding: <ul style="list-style-type: none"> 1. Formation of the Policy for SLEDF 2. Developing funding raising strategy; 3. Setting up SLEDF website; 4. Launching the scheme 5. First fundraising trip to overseas Somaliland diaspora

No.	Recommendations
1.1	Promoting team work among the departments through staff development trainings including visits to counterpart Miniseries of Education in neighboring countries- i.e. Ethiopia, Kenya, Taiwan, Malaysia
1.2	Preparing SOPs manuals for all of the departments of the Ministry;
1.3	Directors would benefit from international experience by visiting other similar education authorities
1.4	Formally opening a dialogue with Development Partners to discuss the utilization of School Mapping as a criterion for effectively delivering development interventions -
1.5	Additional budget (funds) must be allocated to Human Resources Department to implement such activities, i.e. supervision and monitoring of the regional and district staff, staff awards scheme, establishment of staff health care program;
1.6	Harmonization of staff allowances from the Government budget and that of the development partners;
1.7	Developing regulatory framework for private basic and higher education;
1.8	No educational asset registration policy;
1.9	Strict regulations for protecting the Ministry's ownership of the land-sites/school sites/playgrounds is required
1.10	Student registration and ID is an very important and helpful scheme therefore it requires a budget for upgrading and maintaining the system
1.11	Budget should be allocated for staff performance evaluation
1.12	Operational and financial procedures training for regional/district staff.
1.13	Providing incentives for DEDCs to improve district level performance
1.14	
1.15	Other refreshing training workshops would be an advantage
1.16	Allocating funds for establishing SLEDF; <ul style="list-style-type: none"> ▪ Formation of the Policy for SLEDF ▪ Developing funding raising strategy; ▪ Setting up SLEDF website; ▪ Launching the scheme ▪ First fundraising trip to overseas Somaliland diaspora

SECTION III: IMPROVING EDUCATIONAL ACCESSIBILITY

3.1 Importance of Educational Access

Accessibility to education is one of the three priority pillars prescribed by the ESSP (2017-2021). Accessibility to education refers to providing educational opportunities to all children in the age group of 6 to 13. This age group must have the opportunity of enrolling into primary education by any means necessary and without any discrimination on grounds of race, gender, religion,

ethnicity, socioeconomic status, location or place, disability, etc.

The Office for Civil Rights (OCR) at the U.S.

Department of Education defines accessibility as meaning “when a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally integrated and...” Although

the focus of the definition is students/people with disability, it does not exclude, in our context, the disadvantaged / marginalized children who live in rural or remote areas that has no schools at all and therefore have no access to education.

A country where the children have access to education will not be the same as one where its children have no access to education. Increasing access to education can result many benefits for the country; it can improve the growth of economy, enhance the availability of better basic social service –Such as health, education, etc.- and lead to political stability. On the other hand, increasing access to education is not easy for many developing countries. The reason is that developing countries lack sufficient resources to overcome the barriers to accessibility.

3.2 Barriers to Access to Education

In most of the developing countries, children living in poverty face many barriers to accessing education. Some of the barriers are very clear –such as lack of nearby school to go- while others are more vague –such as lack of learning materials. Therefore, children’s access to education can be determined by multiple factors; Lack of funding, type of gender, and reliance on child labour, etc. The following are the greatest barriers identified in Somaliland:

3.2.1 Lack of Funding

In reality educating a child requires financial sacrifice. In Somaliland, the primary education is legally free still the families that live in poverty cannot afford to pay “the compulsory informal fees” involve in educating a child such as costs of uniforms, books, pens, extra lessons, exam fees, or funds to support the school buildings. In this case, it is difficult for a family with one child to send their child to school and becomes, even, more difficult for families with many children to educate their children.

3.2.2 Lack of Schools/Sufficient Classrooms

Lack of school/schools in the vicinity is obviously one of the main barriers to access education, as the child/parents has no choice except not to go school. Similarly, shortage of classrooms or other educational facilities such as toilets can also be barriers to access to education.

3.2.3 Walking Long Distance to School

Many children living in the rural areas had to walk to schools for hours in each direction. It is very difficult and discouraging for any child to engage in this long journey six days a week with probably an empty stomach if the child lives in poverty. Sometimes, this long journey is unsafe for children/girls, particularly where there are a conflict or dangerous animals in the area.

According to Accessibility and School Mapping concept, which is an educational planning tool designed by the Ministry of Education and Science in order to respond effectively to demands for education in our society. Hence, the Ministry indicated that benchmark distance to schools for any child should not be more than 5 km in each direction, which is in line with the average distance a healthy African child can walk to school.

3.2.4 Lack of Teacher/Untrained Teacher

Another barrier to access education is lack of teacher or trained teacher. In Somaliland, we have enough teachers but most of them are not trained and/or unwilling to work in rural and remote areas. Some schools have more teachers than they require while others have less teachers. When MoES supervision team asked a child why he dropped out at school at Grade 4, he answered that his only teacher at school reached his limits and therefore could not teach him any more; he used the word “ macalinka way

ka dhamaatay''. Therefore, if the teacher is not qualified or his education qualification is lower than Secondary school, then the children in the primary education aren't receiving a proper education and as a result more children will drop out of school.

3.2.5 Lack of Learning Materials

Lack of learning material such as textbooks and exercise books/pens is another barrier to access education. Students need textbooks to read the lessons they are learning, do their home works, etc. Similarly, teachers need teaching material to help prepare the lesson plans for teaching effectively.

3.2.6 Gender

Another barrier to access education is being a female. Sending boys to school and keeping female children at home was, very recently, a social norm in our society. Families believed that they would benefit more by educating their boys rather than their girls. Sometimes girls are kept at home to help out household tasks; looking after siblings, etc. The same culture still exists in many parts of our country.

3.2.7 Hunger and poor nutrition

Lack of food has a direct influence on education in several of the world's poorest countries, where children are suffering from starvation and malnutrition. As many as 151 million children, under the age of 5 are estimated to have been prevented from growing or developing properly. Malnourishment can affect a child's cognitive abilities and brain development, which results in a lack of focus and concentration in the classroom. Malnourished children are less likely to be able to even read by the age of eight.

3.2.8 Conflict or War

Any war produces numerous casualties and education is almost always the first to be affected when there is a conflict. The Ministry of Education and Science has experienced a practical example of how

conflict/war can destroy educational facilities in the area and affect children's education when the primary school in Dararweyne (Ceel-afweyn District) was closed down for security purposes due to the conflict in the region in 2019.

3.2.9 Disability

The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that children with disabilities represent more than one-third of the 121 million children at the primary and lower secondary level who are out of school worldwide. Education — despite being recognized as a universal human right, over 93 million children with disabilities in the world are denied access to schools. It is more common in the world's poorest countries where up to 95% of children with disabilities are out of school, however, the rate at which children with disabilities that are out of school in developed countries is not much lower at 90%. A combination of discrimination, lack of training in inclusive teaching methods among teachers, and a lack of accessible schools leave this group uniquely vulnerable to being denied their right to education.

3.3 Improving Access to Education

Even though there are so many barriers to access education in Somaliland, the Ministry of Education and Science is committed to the implementation of the educational development outcomes and related interventions set out by the ESSP and the 2020 action plan agreed by the sector members. As a result, the Ministry of Education and Science reviewed the extent to which those three agreed target objectives could be achieved. **Result-based Educational Accessibility Development (READ)** is the outcome of the review. READ serves as an educational planning tool for achieving the three educational development

priorities identified in ESSP and particularly in improving accessibility to education. READ is intended to improve the effectiveness, efficiency, equity and equality, relevance, and the sustainability of the educational development interventions to be implemented during the remaining development planning cycle. READ is the actual product of the Minister's vision of how best accessibility to education can be improved taking into account the meager resources we have for this development priority.

3.3.1 Accessibility and School Mapping

The term school mapping seemingly implies that the exercise is confined to location of schools. This is not true. School mapping is an exercise useful to rationally allocate educational facilities of any type related to any level of education. School mapping (SM) is a normative approach to the micro-planning of school locations. It is an essential planning tool to overcome possibilities of regional inequalities in the provision of educational facilities. It means that:-

- SM incorporates spatial and demographic dimensions into the educational planning process;
- Location of educational facilities depends on the norms and standards prescribed by the authorities.

SM is also used to investigate and ensure the efficient and equitable distribution of resources within and between school systems when large-scale reform or significant expansion of an educational system takes place. SM (particularly in developing countries) is most often used to facilitate one or more of six functions:

- 1- Create the necessary conditions for achieving universal primary;
- 2- Increase access for females under-represented socio-economic groups;
- 3- Promote the equitable distribution of educational benefits within and between different regions and populations;
- 4- Improve the quality of educational efforts;
- 5- Optimize the efficient use of existing capital, human and financial resources, and
- 6- Organize, coordinate and rationalize efforts at technical, vocational, and post-primary education.

The objectives of school mapping initiative are many and various. SM techniques help us to identify the most appropriate locations of schools or their alternatives so that maximum number of children can benefit from the same level of investment and to reduce regional inequalities in the educational facilities. Following are the major objectives of school mapping:-

- To identify most appropriate location (Habitation or Village) for opening of new/ upgraded Primary School.
- To identified most appropriate location (Habitation or village) to open alternatives of new school.
- To identify the location for opening of alternatives to formal school.
- To level out existing disparities in the distribution of educational facilities.
- To create equality of educational opportunities.

The MoES studied the number of rural and urban settlements in the country and identified that there are a total of 1,510 settlements. A settlement is any place where a community of people lives. It was found that only 848 settlements have educational facilities or schools and the remaining 662 settlements have no any sort of educational facilities/schools. The 848 settlements that have schools of which most of them are located in urban areas and have overcrowded classrooms and /or have classrooms that are falling apart and therefore need maintenance.

Giving the priority to 662 settlements that are the most disadvantaged geographical areas and social groups is prerequisite condition for the development initiatives. As widely perceived, eastern regions and rural areas are less developed than the western regions and urban areas. A practical example, Maroodi Jeex region consists 192 rural settlements, among which 92 have primary schools, whilst

100 of them have no schools at all. According to ‘‘READ’’ approach, settlements can be used as point of reference for educational development planning. Therefore, the number of settlements under each district has been grouped in batches of 10 educational clusters according to their geographical closeness based on Global Positioning System (GPS) coordinates. Each educational cluster is, then, nominated a coordinator; Education Cluster Coordinator (ECC) which will in turn helps the management of the Ministry to be in control and make rational decisions in terms of contributing to education accessibility while maintaining equity and equality as well as enhancing quality of education maintaining. Therefore, establishing school zones for each 10 settlements is crucial where setting minimum educational development criteria of 16 primary schools and 4 secondary schools in those 100 settlements is available

Figure: 3.1 District Settlements & Educational Cluster Coordinators

District Rural Settlement Educational Cluster Coordinators						
S/N	District Name	Rural Settlements	Schools	No School	# of Educational Cluster Coordinators	Status of Coordinators
1	Hargeisa	192	92	100	19	
2	Salaxley	47	25	22	5	
3	Bali-gubadle	40	16	24	4	
4	Badhan	60	25	35	6	
5	Dhahar	25	14	11	3	
6	Las'qoray	17	10	7	2	
7	Ceerigabo	129	78	51	13	
8	Ceel-afweyn	60	29	31	6	
9	Gar-adag	50	18	32	5	

10	Las'anod	45	37	8	5	
11	Taleex	25	13	12	3	
12	Xudun	25	15	10	3	
13	Caynabo	55	34	21	6	
14	Buhoodle	49	30	19	5	
15	Burco	135	84	51	14	
16	Odweine	79	38	41	8	
17	Shiekh	32	26	6	3	
18	Berbera	81	44	37	8	
19	Gabiley	135	72	63	14	
20	Borama	65	50	15	7	
21	Baki	50	34	16	5	
22	Lug-haya	45	25	20	5	
23	Saylac	46	16	30	5	
	Total	1487	825	662	154	

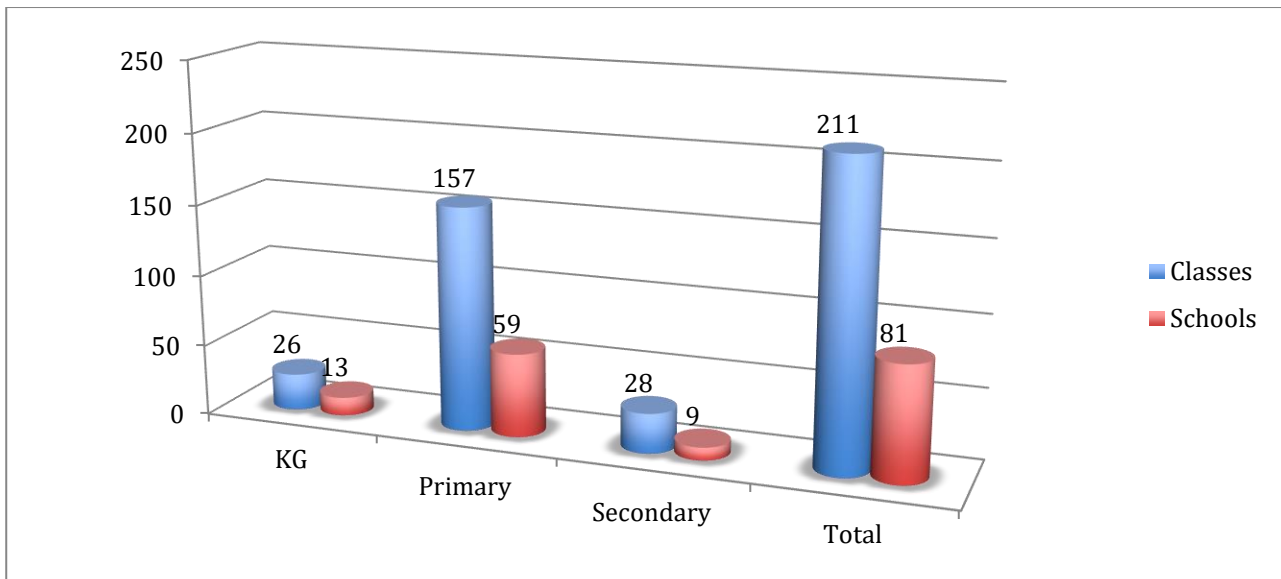
3.4 Construction of New Schools & Improving Facilities

Traditionally, most of the constructions of new schools were not based on rational thinking rather they were largely coming from the wish of community elders with no consideration of relevant factors such as, the size of the community, whether the community is nomad or rural, the number of school age children available, etc. Many schools that were built in on such unreasonable wish ended up in failure and the opportunity cost involved is bigger than the investment wasted. But, the Ministry of Education and Science came up with different approach which prescribes, according to "READ" initiative, a set of criteria should be

followed in constructing a school. Therefore, important decisions should be made prior to undertaking any educational development initiatives. In regard to constructing a school, consideration should be given to all factors related to effectiveness, efficiency, equity and equality, relevance, and sustainability.

As a result, during the past year, MoES has constructed 81 new schools that comprise of a total of 211 classes in all regions of which 31 schools were built from the Government budget of the Ministry of Education and Science while the other 50 schools were built with funds received from the Development Partners.

Figure: 3.2 Constructions of New Schools & Education Facilities



Type of School	Classes	Schools
KG	26	13
Primary	157	59
Secondary	28	9
Total	211	81



3.4.1 Schools Extended/Maintained

Figure: 3.3 Schools Extended with Additional Classes

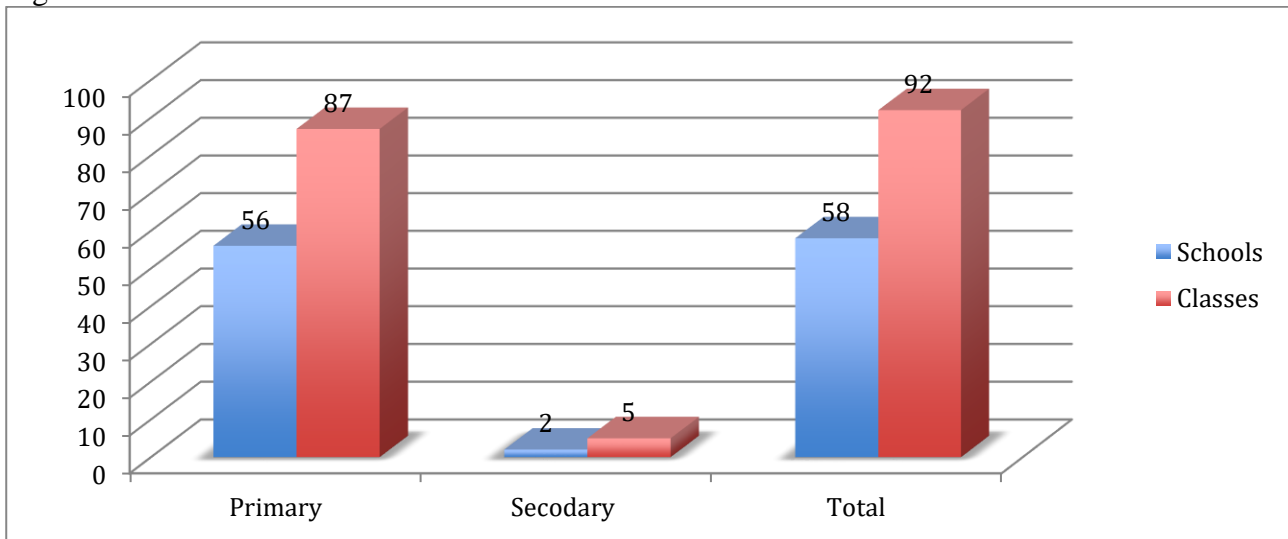
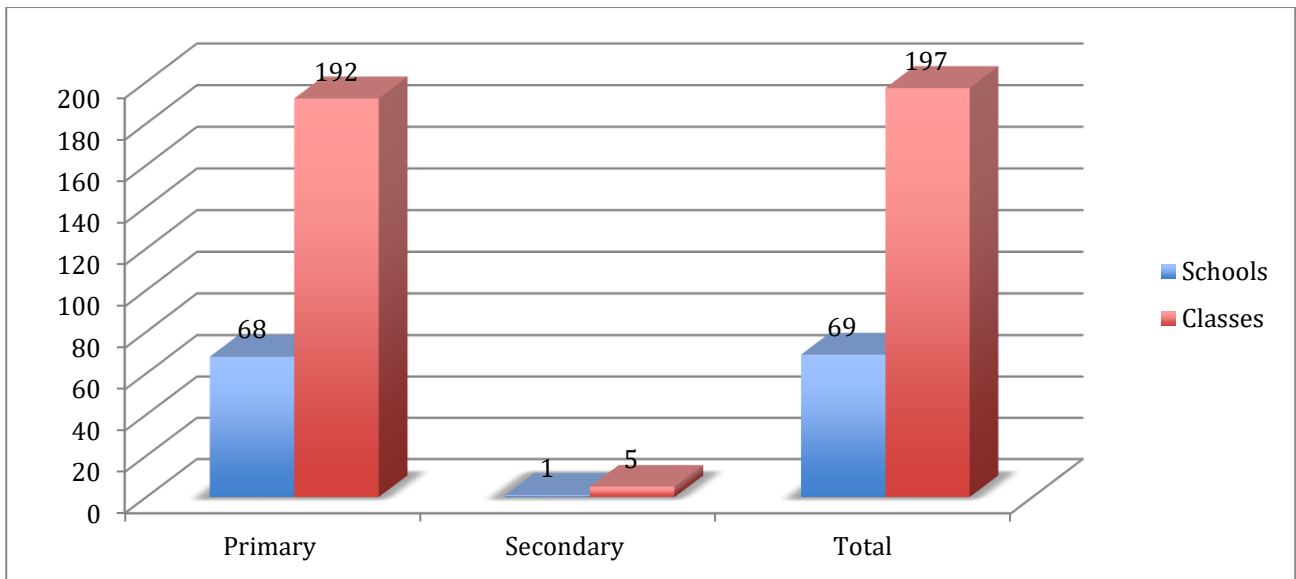


Figure: 3.4 Schools maintained



3.5 Temporary Learning Shelters/ Solar Operated Tablets/Radios

Temporary Learning Shelters are often needed and used in emergency situations usually for humanitarian purposes when disasters happen such as floods and conflicts. Generally, the aim is to restore the continuity of the normal life after displacement. But, TLS can also be used for numerous other purposes.

In our context, the Ministry of Education planned to utilize TLS for communities that are constantly in move; a typical pastoral nomads that are not permanently settled in one location but usually on the move in search of pasture for their flocks. The children of such communities have a right to access education, no matter who they are or which lifestyle they lead. Therefore, since the Ministry of Education and Science is mandated to provide quality education to all schools-age children in the country, to the management of the Ministry decided to utilize, among other options, the TLS as temporary learning shelters for schools-age children of such communities.

In addition, the average number of students in a classroom with the size of 8 meters/6 meters is 45 students, which is the standard adopted by the Ministry of Education and Science and the majority of developing countries. In fact, the ideal number used as a standard in developed countries is less than half of that of developing countries. However, there are many schools in the country, particularly the private schools and some public schools that teach students in overcrowded classrooms where up to 90 students are squeezed in one classroom. This kind of practice is not helping students learn properly, undermines the quality of education and also is unhygienic, particularly, in the face of coronavirus pandemic. The Ministry intends to be a role model for the private schools and use TLS to eliminate the shortage of classrooms in public schools. Therefore, the Ministry has ordered 50 TLS, which will be implemented in 2021. Similarly, the Ministry bought 4000 solar operated educational tablets for children in rural areas.

3.6 Distribution of Textbooks

Textbooks are indispensable in both teaching and learning as they are useful resources for both teachers and students. The Ministry supplies school textbooks to all grades of primary

& secondary schools for free. The textbooks that have been distributed to primary schools in 14 regions consist of seven main subjects and include Science, Maths, Social, Somali, Arabic, English and Terbia. The following table shows the number of textbooks that has been distributed to each region:

Figure: 3.5 Distribution of Textbooks		
Distribution of Textbooks		
No.	Regions	Textbooks
1	Awdal	68,040
2	Badhan	49,692
3	Buuhoodle	46,072
4	Daad-madheedh	26,537
5	Gebilay	41,995
6	Hawd	12,917
7	M/Jeex	144,243
8	Saaxil	32,702
9	Sanaag	78,456
10	Saraar	45,682
11	Selel	27,497
12	Sool	75,597
13	Togdheer	75,613
14	Xaysimo	9,251
Total		734,294

3.7 School Feeding Program

School feeding programs are normally used as a social protection tool. The provision of meals in schools is widely practised in all countries and it is among the most beneficial interventions in education sector. School feeding programs can play a vital role in increasing access and maintaining retention of children. A well balanced diet provides students with necessary nutrients to keep healthy and stay focused and learn properly.

The mandate of the Department of Wellbeing is to “to create a safe and secure learning environment for students where social, mental, emotional, health,

physical wellbeing of students is nurtured.”

The main achievements of the Department of Wellbeing are as follows:

- Implemented regular school feeding programs for 252 schools; WFP Schools 80, SCI Schools 103 and UNICEF Schools 69
- A total of 37,000 students benefited from the school feeding scheme;
- The Ministry enforced and implemented 19 types of balanced diet to be consumed in schools, which is line with the recommendations of the World Food Program;

- Additional schools were selected to receive feeding on the basis of certain criteria
- Carried regular monitoring of student attendance and food quality;
- Provided food to 1000 teachers in private schools and 200 staffs.
- Conducted monthly food security monitoring and uses student attendance assessments to assess student attendance;
- Held meeting with parents committees of 80 schools to involve in the administration of the proper use of foods;
- Collected details regarding the number of toilets schools have, their safety and Student Toilet Ratio;
- Constructed 214 new toilets;
- Established 589 school hand-wash facilities;
- Health and hygiene awareness raising campaign conducted for 419 schools;
- Conducted schools hygiene training for 103 members from schools parent communities;
- Conducted awareness raising of COVID-19 prevention guidelines for teachers, headmasters and parents

Figure: 3.6 Details of Balanced Diet for Schools

CAMEL MILK	EGGS	FRESH FRUIT	PASTA	PULSES: DRY LENTILS	PULSES: DRY BEANS	SUGAR	TEA
VEGETABLES	DATES	SPICES	GREEN SPICES	GOAT MILK	RICE	MAIZE	SALT

3.8 Scholarship Opportunities

Almost every government in the world assumes the responsibility of providing free basic education to its people but when it comes to higher education it is not guaranteed to get it free. Therefore, students who wish to enter higher education (University or college) should have the means to pay/meet the costs associated with the higher education; either personal/family financing/scholarship. Although, the former is possible for many students there are still a huge number who cannot afford to pay for the higher education's courses they desire. These students take advantage of scholarships opportunities provided by the government.

During the past year, the Ministry of Education and Science had reached an agreement with local public and private universities to provide scholarship opportunities to students completed secondary schools. The Ministry made an agreement with public universities to provide scholarship awards equal to 10% of the total number of students enrolled into their respective public universities while the private universities agreed to contribute scholarship opportunities equal to 5% of their respective intakes. Hence, the Ministry of Education received 200 scholarship awards from local universities and distributed to the candidates on the basis of a selection criteria.

In addition, Ministry of Education appreciates the scholarship awards obtained from Taiwan that are 180 awards of which 30 of them are for postgraduates and 150 of them are for undergraduates. The Taiwan International Cooperation and Development Fund (ICDF) scholarship awards should be applied on-line; www.studyintaiwan.org. The deadline for applications is on 15 March 2021. Applicants interested in applying for Taiwan ICDF scholarship must meet the

general eligibility criteria, which can be found in the above website.

The Ministry of Education is also very grateful to the Federal Government of Ethiopia for providing 450 scholarship awards to Somaliland students of which 370 were allocated for graduate candidates while 80 awards are open for post-graduate/master degree candidates.

3.9 Inclusive Education

The Ministry formed a separate department responsible for ‘‘Inclusive Education’’, which means provision of equal participation of education for all children without discrimination on grounds of race, ethnicity, gender, disability, social status, etc.

The mandate of the department of ‘‘Inclusive Education’’ is ‘‘to promote, safeguard and ensure full and equal participation of all children in education, providing support to all children including children with special needs, girls and other marginalized children to ensure that they are not excluded in educational opportunities.’’

However, during the period the Inclusive Department implemented many tasks that mainly improve retention. The following are the main activities:

- Reestablish Gender working group meeting;
- Distribution of sanitary kits for primary and secondary schools;
- Provide training of female facilitators in regions
- Trained teachers of Awdal Region Togdheer and Sanaag with sign language;
- Trained staff from 3 Regions with Special Needs Assessment
- Translated lessons in to sign language
- Distribution of Special needs Material in Regions of Awdal Saaxil and Togdheer

3.10 Non-Formal Education

Non-Formal education is a fundamental part of Article 15 (Education, Youth and Sport) of the Constitution of Republic of Somaliland that obliges the provision of education. Clause 6 of Article 15, prescribes: ‘*The eradication of illiteracy and the provision of adult education is a national obligation, and the efforts of the public and the state shall be combined to fulfill this obligation*’.

Non formal education isn’t a replacement to formal education, which is key and fundamental to the growth of the person, however, it can complement it by covering needs or certain aspects that the regulated institution lack. UNESCO, for example, emphasises the flexibility of non-formal education and how it allows for more personalised learning to be developed for each person. In fact, this would be the most ideal model for them. Non-formal education is open to any age, origin and personal interest. Moreover, it’s a relatively voluntary type of

education, with diverse teaching methods and its end goal isn't a degree, but rather pure learning.⁴

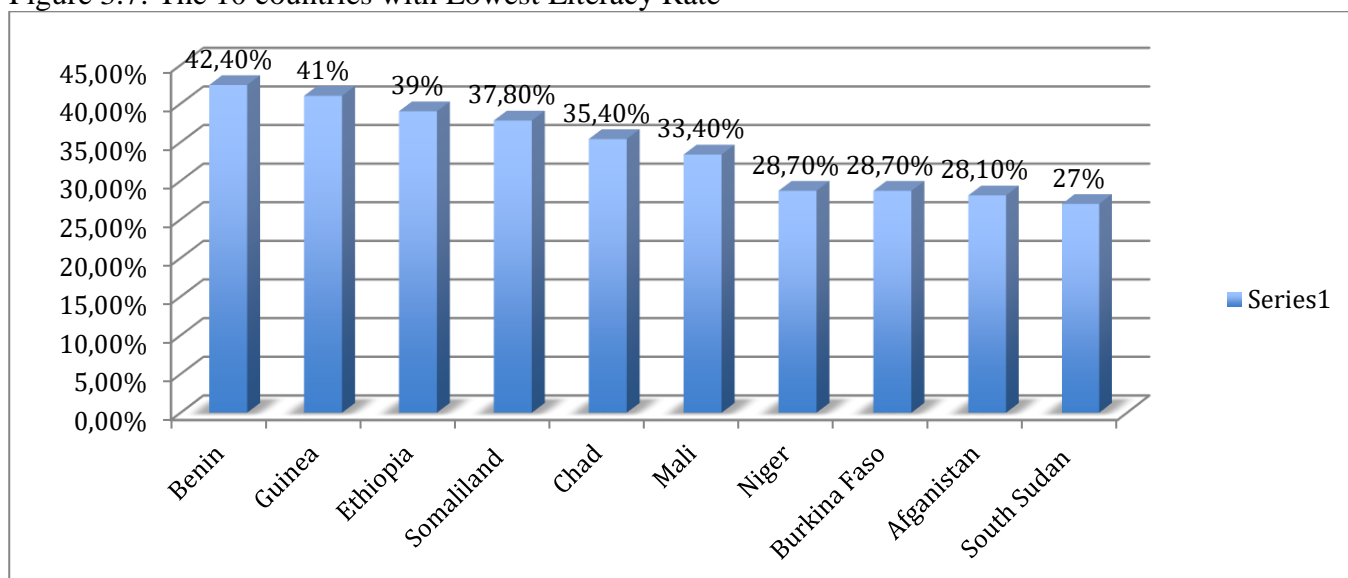
Non-formal Education Department is responsible to the Ministry of Education for the provision and development of non-formal education. The mandate of the Department is as follows:

“To encourage and support an integrated approach to non-formal learning and development through community learning centers, managed by local people and providing multiple learning opportunities for children and adults leading to improvement in quality of life and community development. They must be much more than a physical location. They must be an effective, almost organic, mechanism for empowering individuals and the community. They must cater for lifelong learning; reach out to the community; promote development of the community; have programs responsive to local needs and aspirations of community members; and draw their mandate from the community. ‘

During 2020, the Ministry:

- Registered 350 community schools across the country;
- Supervised and evaluated all non-formal education centers in the country;
- Conducted an adult education awareness raising campaign;
- Officially launched the adult education program that is run in the formal schools during the evening
- Started the first classes for adult education in all regions;
- Registered 3500 students that began learning;
- Approximately 1000 teenage students will be shifted to ABE schools
- Reviewed the ABE curriculum;

Figure 3.7: The 10 countries with Lowest Literacy Rate



3.11 Technical and Vocational Education and Training

Technical and Vocational Education and Training plays an important role in the economic growth of developing countries and that is why it is one of the main priorities of the Somaliland Ministry of Education and Science. The findings of 2020 Education Management Information Systems (EMIS) indicate that there are 53 TVET centers across the country of which 52 of them are public owned and operated by the Ministry while only one is run privately. TVET is capital-intensive enterprise and, therefore not profitably attractive to private sector. The mandate of the TVET Department is to:

“ Establish/maintain Technical & Vocational Institutes with high-quality programs that meet national and regional employment needs, prepare students for technical and vocational studies and lifelong learning, equip them with the knowledge and skills necessary to excel as future professionals, and contribute to Somaliland's economy and society. Formulation of TVET educational policy goals and objectives and determine methods / strategies for achievement as well as reviewing and diagnosing of TVET educational system and identify weaknesses and problems”

However, during the 2020, the TVET Department:

- Provided training to 153 instructors from across the country on Competence Based Education Training (CBET). The training components included Intensive English course, Entrepreneurship and Curriculum;
- Provided Skill training to 2441 trainees in TVET centers;
- Equipped 10 TVET Centers with machines, tools and learning materials;
- Mapped TVET Centers in four regions and accredited with GPS coordinates;
- Provide technology training to all TVET Staff;
- Selected trainees of 893 from all regions for equipping skills
- Developed of new 7 Vocational Skills Curriculum
- Re-establish TVET Forum;
- Conducted TVET awareness raising sessions in public secondary schools;
- Held National Job Creation Conference for skilled youth

3.12 Summary of Achievements, Challenges & Recommendation

Figure: 3.12 Summary of Achievements, Challenges and Recommendations

Priority Area	Sub-Area	S/No	Achievements	Challenges
Educational Accessibility		1.1	Introduction of Results-based Educational Accessibility Development (READ) initiative for utilizing it as guide of improving educational accessibility while maintaining equity and equality	Reluctance from Development Partners to use READ as a planning tool for educational development interventions
		1.2	Located the total number of settlements in Somaliland and analyzed them as those that have schools, those with schools.	Same as above
		1.3	The number of settlements under each of the 23 districts in the country was grouped into batches of 10 educational clusters according to their geographical closeness on the basis of GPS coordinates. Each was nominated an Educational Cluster Coordinator.	Same as above
		1.4	School Feeding program was implemented for 252	Lack of Policy for School Feeding

		schools where 37000 students benefited from it.	Programs
	1.5	Provided food to 1000 teachers in private schools and 200 staffs.	
	1.6	Constructed 214 new toilets;	
	1.7	Established 589 school hand-wash facilities;	
	1.8	The Ministry obtained scholarship awards of 180 from Taiwan (30 for postgraduates and 150 for graduates) and additional 450 scholarships from Ethiopia (80 for postgraduate and 370 for graduates) as well as 200 from local universities. All scholarship awards were handed over to the Commission of Higher Education	
	1.9	Procurement of 4000 solar-powered tablets and 50 Temporary Learning Shelters are under process.	
	1.10	81 new schools were constructed that comprise of a total of 211 classes. 58 schools were extended with classes that totals 92, and 197 classes were maintained/repared for 69 schools	No evidence of contributions to NER/GER due to the delay of EMIS results
	1.11	Provided training to 153 instructors from across the country on Competence Based Education Training (CBET). The training components included Intensive English course, Entrepreneurship and Curriculum;	Very limited budget allocated to TVET Sector
	1.12	Provided Skill training to 2441 trainees in TVET centers;	Low capacity of the TVET Staff
	1.13	Equipped 10 TVET Centers with machines, tools and learning materials	Negative perception of the community
	1.14	Provided training to 153 instructors from across the country on Competence Based Education Training (CBET). The training components included Intensive English course, Entrepreneurship and Curriculum;	Lack of TVET advocacy from the side of the Ministry
	1.15	Mapped TVET Centers in four regions and accredited with GPS coordinates;	Limited professionally skilled instructors;
	1.16	Provide technology training to all TVET Staff;	National Technical secondary schools Curriculum
	1.17	Selected trainees of 893 from all regions for equipping skills	Lack of sign language instructors in the Centers
	1.18	Developed of new 7 Vocational Skills Curriculum	VQF is not reviewed till 2011
	1.19	Re-establish TVET Forum;	TVET Curriculum and all other Documents written in English
	1.20	Conducted TVET awareness raising sessions in	Dependability of international partners

		public secondary schools;	(projects)
		Recommendations	
	1.1		
	1.2		
	1.3		
	1.4	Develop Policy for School Feeding Programs	
	1.5	Reduce Dependability of international partners (projects) by increasing the budget allocated for TVET	
	1.6	Build the capacity of the TVET Staff	
	1.7	Conduct more Awareness raising to improve the perception of the community and advocate TVET from the side of	
	1.8	Having professionally skilled instructors	
	1.9	Development of National Technical Secondary Schools Curriculum	
	1.10	Train TVET Instructors to sign language	
	1.11	Review VQF	
	1.12	Translate TVET Curriculum and all other Documents to local language	
	1.13	Keeping Pace with Technological Advancements and Using Technology Appropriates in TVET	
	1.14	Delivering a TVET Demand Approach	

SECTION IV: ENHANCING OF EDUCATIONAL QUALITY

4.1 Importance of Education Quality Enhancement

Enhancing the quality of education is one of the main thematic areas that are identified in the ESSP (2017-2021) as the priorities for the Ministry of Education and Science. It is obvious that access to education is important, but just as important is actually learning basic knowledge and skills in the classroom.

High-quality education is indispensable for learning education that helps not only the learner but also the whole community. Low-quality or poor-quality education can destroy the whole nation.

“Quality education enables students to develop all of their attributes and skills to achieve their potentiality as human beings and members of society. Quality education therefore implies looking into what desirable changes the educational institution wants to make in each student.

Setting a high standard and help the student work toward them”⁵.

4.2 Teachers Training

In fact, of all the ingredients of quality education, the most important is the availability of dedicated and qualified teachers. A college or university may not have good buildings, furniture, play grounds and even well-equipped laboratories and library. But if the teachers there are enthusiastic, highly qualified and motivated, and committed to their task, the students are likely to have the best education. Good scientific equipment, good libraries and facilities for the staff and students will, then, be necessary to have high standards of quality in education.

Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of educational system.
SIDNEY HOOK

⁵<http://www.theindependentbd.com/printversion/details/213436>

The construction of Somaliland National Teachers Training College in Hargeisa is one of the great milestones the Ministry of Education and Science has achieved during the past few years. Thanks for the development partners, Save the Children International (SCI) and Global partnership for Education (GPE), that supported the Ministry in the construction and operationalization of the Somaliland National Teachers Training College. The SLNTTC was officially opened in

February 2019 and, over the period the SLNTTC conducted a number of different trainings designed for different teachers. These include In-service Teacher Training courses for teachers who are already in teaching profession and Pre-service Teacher Training course that are designed for new teachers.

If you want to destroy a nation, just spoil its education system.

By Asmara Shafqat.



Figure: 4.1 Teachers Trainings				
No.	Type of Training	Period	No. of Teachers	Status
1	In-service Teachers Training	1 Year	400	Completed
			670	On-going
2	Pre-service Teachers training	2 Years	444	On-going

As shown in the above Table, 400 teachers from across the country completed one-year in-service teacher training during the 2020. In addition to that, during the school holidays, a similar in-service teacher training is going on for 670 teachers who will graduate next year. Similar in-service teacher training is planned for additional

800 teachers from all over the country in early 2021. A pre-service teacher-training course of 2 years is running for a group of 444 secondary school graduates of which 55% of them are females. These trainees are accommodated in the premises of SLNTT College.



Image of 400 teachers graduated from the SLNTTC.

4.3 Examination

Exams have an important role in the process of learning and in the whole educational institutions. Exams and tests are ways of assessing of what students have learnt. On the other hand, examination results can help institutions understand the weaknesses and strengths of their teaching and on that basis education institutions can improve their

teaching quality, which ultimately enhance the quality of the education.

The National Examination and Certification Board is the Department responsible for conducting examinations of schools in Somaliland whether they are public or private. However, due to disruption caused by the global pandemic disease of Covid-19, 2020 examination for all grades has not been

conducted as usual. Hence, the examination was conducted for only secondary school leavers while all students in the other grades of basic education obtained examination results based on the evaluation of their previous examination results. These include secondary students in Form 1 to Form 3 and primary students from Grade 1 to Grade 8, which their total number was 303,578.

So the secondary school leavers sat for one matriculation examination so that they would

qualify for enrolling into higher education institutions. The total number of secondary school leavers who sat for the one-day matriculation examination was 10,660 students of which 75 of them graduated from TVET schools, as shown in the table below. The students as well as other people who were involved in the examination were following the recommended preventive measures of Covid-19 protocols.

Figure: 4.2 Matriculation Examination Details

No	REGION	No of Centers	No of Students	No of Supervisors	No of Classes	No of invigilators	SECURITY
1	M-Jeeh	64	4,313	64	715	741	343
2	T-Dheer	30	1,796	30	300	320	140
3	Awdal	25	1,439	25	239	260	117
4	Sahil	16	663	16	113	133	56
5	Gabiley	13	661	13	110	130	50
6	Sool	13	615	13	103	121	52
7	Sanaag	12	615	12	104	124	54
8	Badhan	11	309	11	52	72	25
9	Buhodle	6	151	6	26	35	13
10	salal	3	108	3	18	20	9
11	Saraar	3	34	3	6	8	3
12	Odwayne	2	30	2	5	7	3
13	Hawd	1	42	1	7	9	9
	TOTAL	199	10,660	199	1,798	1,980	874



4.4 School Supervision & Inspection

Supervision and inspection play an important role in improving the quality of education. According to international best practices, supervision and inspection are no longer considered to be fault-finding and criticizing. In reality, it is for improvement in teaching-learning process and anything related to it. The main purpose of inspection and supervision is to check inefficiency in schools and find out deficiency in the proper functioning of school and ensure they are corrected. Therefore, supervision and inspection is another way of enhancing the quality of education.

The following are the main activities related to supervision and inspection that were accomplished during 2020:

1. A comprehensive review was made on the indicators used for supervision and inspection as well as the checklist for evaluating the school environment, teacher and teaching process, school management, parental involvement and school and community relation;
2. Regular supervision and inspection on schools
3. Regular supervision and inspection made on schools and how they complied with Covid-19 protocols



4.5 Curriculum

4.6 Summary of Achievements, Challenges & Recommendations

Figure 4.6: Summary of Achievements, Challenges and Recommendations				
Priority Area	Sub-Area	S/No	Achievements	Challenges
Educational Quality Enhancement		1.1	Operationalization of SLNTTC	Sustainability is the main challenge
		1.2	Provided in-service teacher training course for 400 teachers who completed last year. Another 2-year in-service teacher training is going on for 670 teachers who are expected to complete in 2021	Sustainability is the main challenge
		1.3	Provided pre-service teacher training is going on for 444 who freshly graduated from secondary schools	Sustainability is the main challenge
		1.4	Successfully conducted examinations for form 4 secondary students	
		1.5	Conducted quarterly supervision and inspection	One of the main challenges is lack of sufficient Transportation for conducting the Supervision and Inspection on monthly basis
		S/No	Recommendations	
		1.1	Start discussions of the issue of sustainability of SLNTTC with the Government and Development Partners to find possible solutions for the problem as early as possible.	
		1.2	Meeting the need for transportation by the Supervision and Inspection section. Review of the best possible frequency of conducting supervision and inspection of schools	

SECTION V EDUCATION IN EMERGENCY

5.1 COVID-19 in Local Context

The coronavirus disease is associated with a virus that first appeared in Wuhan, China, in early December 2019. The World Health Organization (WHO) labelled the disease caused by the virus COVID-19 denoting the type of virus and the year it emerged. Considering the specific characteristic of the disease and how quickly it was spreading across the world, WHO declared that the virus is pandemic and recommended that an urgent and aggressive action was required to save lives and control the spread of the virus. COVID-19 is very serious illness and more dangerous than the normal flue.

Within a very short period of time, large outbreaks of the disease in various countries in the world were reported, including Spain, Italy, and the United States, which had the worst toll of cases & deaths in any country in the world. The disease is spreading like a wave in all parts of the world and as result the world is facing a global health crises ever experienced since the World War II. Countries are struggling to slow down the spread of the disease by carrying out testing and treating patients, engaging in contact tracing, restricting travel,

quarantining citizens, and cancelling large gatherings such as sporting events, concerts, and school. The United Nations Secretary launched up to USD 2 Billion global humanitarian response plans for the most vulnerable.

On 15 March 2020, Somaliland Government, through a presidential decree, established an inter-ministerial national prophylactic committee to spearhead the fight against the spread of COVID-19. The National COVID-19 Preparedness Committee consist of a number of ministers including Minister of health, Minister of interior, Minister of information, Culture & national Guidance, Minister of Religious Affairs and Minister Education and Science. The committee, which is led by the Vice President of Somaliland Government and chaired by the Health Minister declared the first case of Coronavirus on 1st March 2020.

The aim of establishing the National COVID-19 Preparedness Committee was to take on a country-level coordinated strategy towards protecting the nation from the Corona Virus Infection. Following WHO recommendations⁶, the Committee issued a number of preventive measures against the threat of Coronavirus to ensure the safety of Somaliland populations. The Committee issued the following preventive measures that were effective from 26 March 2020:

1. Closure of Somaliland borders with Djibouti, Ethiopia and Somalia;
2. Closure of all Somaliland ports with the exception of Berbera Port while food commodities, fuel, medical supplies and other trading items were allowed to enter the country for their livelihood importance;
3. Passengers arriving from EGAL International Airport to be quarantined for 14 days where they would be responsible to pay their expenses during the quarantine period;
4. All Government employees in Ministries and agencies to work from home with the exception of Ministry of Health, Ministry of Finance, EGAL International Airport and Berbera Port;

On 1st April 2020, the Government of Somaliland released 574 prisons. Other development measures intended to minimize the spread of the virus were introduced. These include the application of social distancing, the use of facemasks, hand-wash gel, etc.

5.2 COVID-19 Response of MoES

The Ministry of Education and Science caters for the largest population in occupation who are engaged in teaching and learning environment according to EMIS 2019; 250,000 students (Age group from 7 to 12 years) in primary education, nearly 50,000 in secondary, 10,000 in higher education and 10,000 work as supporting staff and additional 100,000 people engaged in non-formal education. In the face of COVID-19, the impact of the pandemic on the education community would be huge if strict preventive measure were not taken on time. On 17 March 2020, the Minister of Education & Science, who is also a

⁶ Who recommendations include: 1) Limit human-to-human transmission, including reducing secondary infections among close contacts and healthcare workers, preventing transmission amplification events, and preventing further international spread from China; 2) Identify, isolate, and care for patients early, including providing optimized care for infected patients; 3) Identify and reduce transmission from the animal source; 4) Address crucial unknowns regarding clinical severity, extent of transmission and infection, treatment options, and accelerate the development of diagnostics, therapeutics, and vaccines; 5) Communicate critical risk and event information to all communities, and counter misinformation; and 6) Minimize social and economic impact through multi-sectorial partnerships WHO, 2019 Novel Coronavirus (2019-nCoV): Strategic Preparedness and Response Plan. Draft as of 3 February 2020.

member of the national Preparedness Committee against COVID-19, announced the closure of schools, universities and religious learning centers for an initial period of one month that was increased to two months. The announcement was effecting both public & private education in a same way. Obviously, the aim was to minimize the spread of the virus within this vulnerable community and it has worked successfully.

Following the closure of schools, the Ministry/Minister of Education and Science nominated a Technical Team that consist of members from the staff the Ministry to ensure the continuity of education for the students through the use of alternative and innovative ways for teaching & learning. The MoES Technical Team (for minimizing COVID-19 Impact on education) developed MoES COVID-19 Response Plan that prescribed interventions aimed to minimize the disruption of COVID-19 on education which were outlined in two main scenarios as follows (Please see the Annex 1):

1. Scenario One: Schools would be opened after 4 weeks closure period;
2. Scenario two: The possibility of schools being closed after the 4 weeks for a longer period

In other words, scenario one in the response plan prescribes interventions designed for short-term purposes such as focusing on meeting the needs of two groups of students:

a) Form 4 students of secondary education who are in their final year of education before going into higher education; and, b) Grade 8 students of primary education who are similarly in their final year of completing primary education and required to take on Primary School Leaving Examination in the year of 2020 to proceed to secondary schools.

While scenario two was aimed to respond to the long-term interventions required if the schools stay closed longer than expected. Generally, scenario two was doing similar interventions as that of scenario one but was giving consideration for all other grades of both the primary and secondary education.

The Technical Team from the Ministry collaborated and worked closely with a number of development partners in terms of mobilizing resources for, and costing the interventions aimed to minimize the disruption of COVID-19 on education. The main development partners that have been working closely with the Ministry included UNICEF, SCI, Care International and ADRA. These organizations that were also the main partners in education sector made tangible contributions in mobilizing resources for the emergency response of the Ministry to COVID-19 impact on education. Different options for supporting students' access to education during the closure period were discussed through participatory process. Somaliland Ministry of Education conducted discussion with the education partners about the available options to respond. The main options discussed and proposed were as follows:

- a) **TV and Radio lessons:** Somaliland President ordered the National Television and Hargeisa Radio to broadcast school lessons during morning hours (8:00am -12:00p). The Ministry of Education has already been airing grade 12 through Bulsho TV during the last three years. The Minister of Education and the Minister of Information, who are members of the National Preparedness Committee for Covid-19, composed Technical Committee chaired and co-chaired by the Director Generals of the two ministries for materialization of the school lessons recording and broadcasting.
- b) **Online Learning platforms:** the below online delivery approaches was also planned to be used during schools closure and to reach students in the rural areas:

1. **Ministry's Website:** Uploading all video lessons recorded by the Ministry of Education into the website of the Ministry and other agreed websites.
2. **Tabsera Online Platform:** There was a virtual classrooms launched by one of the telecommunication companies called **Telesom** for business purpose in which students can access online and live teaching where they can interact. The Ministry of Education will also upload the recorded video lessons into this online platform where students who have access to Internet can download lesson and learn while at home and in rural areas.
3. **Social Media Based Lessons:** this method work in many private schools and most of the universities and they have already started sending educational lessons through students/parent emails, WhatsApp and Facebook.
4. **Inter-Active radio program**
 - c) **Use of Tablets with offline recorded lessons:** Students from Rural and low-income households may not afford all of the above listed options. Therefore, solar powered **Tablet-based** to be distributed by the Ministry is the only practical option for these disadvantaged students. Nevertheless distributing such tablet-based lessons for all rural students is not within the reach during this short period of school closure.
 - d) **Preparation and dissemination** of health messages about the coronavirus through the mass media (TVs, radio, sms and online mechanisms)
 - e) **Improvement of school level WASH facilities and school hygiene** for better preparations of school re-opening.
 - f) **Remedial classes:** extra classes to catch up the curriculum in case of the school closure is waved and re-opening after closure.

5.3 Covid-19 Response Activities Implemented

After a long discussion of available options for minimizing the impact of Covid-19 on education of children and young people, the following are the main response activities implemented in the emergency period of Covid-19 pandemic:

- I. Preparation and recording of materials curriculum (classes) for Media and TV dissemination for Grade 8 primary and Secondary Form 4 with sign language incorporated;
- II. Recording of lessons for Secondary Form 1 to Form 3 and Primary Grade 1 to Grade 7 with sign language incorporated.
- III. Broadcasting video and Radio lessons for primary and secondary schools by using National Television, Radios and Websites.

The target benefices for the above activities were a total number of 250,000 of primary school children and 50,000 secondary school students. Technical Team successfully managed the numerous activities required in order to make sure the continuity of learning for all students. These included, selection of subject specialists for quality assurance purposes, selection of qualified teachers for recording lessons, providing short training of recording, pilot recording, actual recording of lessons, incorporating sign languages and broadcasting of lessons on national TV and radio. After discussions and consultations, MoES suggested that each recording lesson period must be 20—27 minutes for both primary and secondary grades. Lesson

Also it was agreed that broadcasting of lessons must be from 8:00 am—12:00 pm on both Somaliland National Television and Radio Hargeisa as well as Ministry of Education and Science Website, YouTube and Facebook page.

5.4 Re-opening of Schools

5.5 Other Tasks Implemented, On-going and/or In Pipeline

Other Covid-19 Response related activities were implemented during the period while some activities are still waiting to be implemented and/or in pipeline. These include the following:

- Examinations for Form 4 students conducted;
- Evaluation of previous examination results of all other grades and form 1,2, and 3 of secondary schools were made
- Procurement and distribution of Solar Powered Tablets and Solar operated Radios with memory slot for MP3s;
- Back-to-School Campaigns with instructions regarding Covid-19 preventive measures were conducted for students, teachers and parents across the country

5.6 Summary of Achievements, Challenges, and Recommendations

Priority Area	Sub-Area	S/No	Achievements	Challenges
		1.1	Continuity of learning for students during the school closure	Ministry of Education and Science didn't prepare for this closure of all schools and continuation of learning process through televised and online education.
		1.2	Successfully conducted examinations for form 4 students	Teachers didn't have enough experience for online teaching and distance education.
		1.3	Safely resumed the learning – reopening of schools	It was difficult to simultaneously recording and airing lessons in parallel.
		1.4	Securing funding for the procurement of solar-powered tablets/Radios for giving out to children who own no TVs, etc.	Some of rural children had difficulty to receive these distance-learning methods as a result of lack of TVs and Radios.
		S/No	Recommendations	
		1.1	It is recommended that education partners to support reopening of schools and go back to school campaigns.	
		1.2	It is also recommended that education partners support COVID-19 prevention materials to their targeted schools in all regions of Somaliland.	
		1.3	All subjects that were recorded are ready to re-use, therefore solar tablets or CDs can be used for rural and hard to reach schools.	
		1.4	MoES requires to establish own studios based in central/regions to use recording subjects and other important lessons for primary and secondary schools	

SECTION VI: CONCLUSION

6.1 Conclusion

During the past year the Ministry of Education and Science implemented a numerous educational activities aimed to contribute, generally, to each of the three priorities of the education sector; increasing educational accessibility, enhancing educational quality and strengthening educational governance. The report presented exactly the number of schools and additional classes constructed during the year in order to improve access to education. The expected outcome of ‘schools/classes construction’ activities is, of course, to increase the Net Enrolment Rate, which is defined as:

“the ratio of the number of *children of official primary school age* who are enrolled in *primary education* to the total population of *children of official primary school age*, expressed as a percentage”. (<http://mdgs.un.org/unsd/mi/wiki/History.aspx?Page=2-1-Net-enrolment-ratio-in-primary-education&Revision=13>)

The Net Enrolment Rate (NER) is an indicator that is used to monitor the progress towards achieving 100%, which is the goal of attaining Universal Primary Education ‘UPE’. Net enrolment rate concerns only to children of official primary school age, whereas gross enrolment refers to children of any age.

The year 2020 was characterized with slow-downs of daily operations of institutions caused by the coronavirus pandemic in almost everywhere in the world. The Ministry of Education and Science carried out most of the tasks planned during the year 2020, but since delays and slow-downs were inevitable due to the coronavirus, some important tasks such as EMIS has not been completed during the year 2020. The EMIS statistical yearbook of 2020/21 will be released by the end of February 2021. But, according to Somaliland EMIS statistical yearbook 2018/19, the NER was 40.7% whereas Gross Enrolment Rate was 44.3%.

However, the question is whether these percentage figures represent the reality on the ground. As mentioned above, the NER is the ratio of number of children of the official primary school age who are enrolled in primary education divided by the total population of children of official primary school age multiplied by 100. The former is the numerator and is obtainable but the latter is the denominator and it is difficult to obtain it.

In a nutshell, the real data of Somaliland population is not available. Also the total number of children of official primary school age (6-12) is unavailable. Therefore, this part of the report of increasing access to education and particularly the construction of new schools and classes has the limitation of evidencing that there is an increase in educational access in terms of contributing to the NER, which is the important indicator that shows the progress made in improving access to education. However, if the total number of children of official primary school age who enrolled in primary education in 2020 is subtracted from that of 2019, we can obtain the difference, which could be expressed as an incremental change in primary education enrolment during 2020.

Apart from that limitation, the report provides the implementation account of activities under each sub-sector of the education sector.

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6.3 Annexes: Functions of Departments

Annex: Functions of Departments		
1. Formal Education Department		
Overall Mandate:		To protect and promote the right of every Somaliland to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner.
Key Functions of Department and Sections		
Department Management (Director)	1	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
	2	Assume the overall responsibility of the management of the department
	3	Prepare the departmental priorities and activities with collaboration of education partners and other stakeholders.
	4	Develop yearly work plan and budgeting
	5	Develop Quarterly Work Plan in line with ESSP
		Develop and formulate departmental strategy in line with ESSP
	6	Supervise the section heads and provide support to them where appropriate
	7	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	8	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)

	9	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	10	Hold weekly meetings with section head and participate in the bi-weekly meetings of the Directors
	11	Preparation of Quarterly Report on the activities of the department
	12	Follow up on going activities and oversight reporting to the Quality Assurance department, Planning Department and as well as Director General.
	13	Do other duties assigned to him/her by the MOES higher Officials
	14	Director of the Department will assign a departmental regional office
Early Child Education Section	1.	Conduct and initial evaluation of facilities (ECE Centers) to ensure centers are purposely built, safe and secure, equipped with all required educational materials and playing equipment
	2.	Provide support and advice to ECE teachers in relation to practices that would have a very positive impact on children's learning achievements.
	3.	Determine the education program and expected knowledge results
	4.	Take of all lead on early childhood education
	5.	Provide sustained in-center guidance and support to enhance children performance
	6.	Assess/evaluate ECE teachers overall work performance
	7.	Advise and contribute towards ECE curriculum delivery under the direction and guidance of the ECE consultant
	8.	Ensure adequate resources and educational aids required for effective teaching are available in all centers
	9.	Hold scheduled meetings with the ECE teachers to discuss and advise on teaching strategies
	10.	Carry out pre- arranged classroom observations; three in the first term and two in the remaining two terms
	11.	Review teacher's assessment of children learning progress
	12.	Monitor ECE project progress, and report to the project ECE consultant
	13.	Ensure children records are regularly updated
	14.	Advise and assist ECE Centre teachers/staff establish effective partnership with parents
	15.	Writing annual program report
	16.	Should involve any activities related to the Early Childhood Education
	17.	Oversee and ensure the alignment of plans to national goals for Early Childhood Education
	18.	Distribution of Early Childhood Education text books and teaching learning materials
	19.	Provide regular update and monthly progress report to the Department Director
	20.	Implement overall regulations; Education Act and ECE endorsed policy and minimum standards
	21.	Do other duties delegated to him/her by the Director
Primary Education Section	1.	Determine the education program and expected knowledge results
	2.	Conduct knowledge and talent debates
	3.	Data entry of examination result & reviews
	4.	Overall responsibility of SL Primary schools (Public and Private schools)

	5.	Verification of the student's eligibility on entry exams
	6.	To ensure all SL Primary schools to adopt MOES- developed curriculum
	7.	Monitor students transfers
	8.	Teachers transfers from one region to another region with consultation of Director Department
	9.	Students transfers from one region to another region
	10.	Receive and deal with complaints from teachers, education committees in crucial areas
	11.	Oversee the execution of free primary education
	12.	Support the decentralization process of the public primary education
	13.	Coordinate and support the mobilization of resources for quality free primary education
	14.	Primary education text books distributions and teaching learning materials
	15.	Oversee and ensure the alignment of plans to national goals for primary education
	16.	Do other duties delegated to him/her by the Director
Secondary Education Section	1.	Determine the education program and expected knowledge results
	2.	Overall responsibility of SL Secondary schools (Public and Private schools)
	3.	Verification of the student's eligibility on entry exams
	4.	To ensure all SL Secondary schools to adopt MOES- developed curriculum
	5.	Secondary education text books distributions and teaching learning materials
	6.	Problem solving in the schools
	7.	Receive and deal with complaints from teachers, education committees in crucial areas
	8.	Students transfers from one region to another region
	9.	Teachers transfers from one region to another region with consultation of Director Department
	10.	Oversee and ensure the alignment of plans to national goals for secondary education
	11.	Management of teachers learning resources
	12.	Selection of in-service and pre-service teacher trainees
	13.	Visit for stock checking learning resources and materials
	14.	Nominate school head teachers in consultation with the regional education officers (REOs should nominate)
	15.	Do other duties delegated to him/her by the Director
Student Affairs Section	1.	Student transfer with collaboration of Primary Section and Secondary Section
	2.	Student help regarding on house hold needs
	3.	Student data documentation and recording
	4.	Awareness campaign on school enrollment with collaboration of Primary and Secondary Sections
	5.	Identify Student's welfare and assign to the appropriate section
	6.	Student's scholarship for local and external with collaboration of REO
	7.	Identify special needs students and inform to the relevant department (Inclusive Department)
	8.	Students' progress, drawbacks and learning performances where appropriate
	9.	Provide Guiding and counseling

	10.	Provide student mentoring – individual or groups
	11.	Reduce school dropouts
	12.	Identify school health issues and inform to the relevant department (Human Wellbeing)
	13.	Do other duties delegated to him/her by the Director

2. Non-Formal Education Department		
Overall Mandate:		To encourage and support an integrated approach to non-formal learning and development through community learning centers, managed by local people and providing multiple learning opportunities for children and adults leading to improvement in quality of life and community development. They must be much more than a physical location. They must be an effective, almost organic, mechanism for empowering individuals and the community. They must cater for lifelong learning; reach out to the community; promote development of the community; have programs responsive to local needs and aspirations of community members; and draw their mandate from the community.
Key Functions of Department and Sections		
Department Management (Director)	1.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
	2.	Assume the overall responsibility of the management of the department
	3.	Supervise the section heads and provide support to them where appropriate
	4.	Prepare the departmental priorities and activities with collaboration of education partners and other stakeholders.
	5.	Develop yearly work plan and budgeting
	6.	Develop Quarterly Work Plan in line with ESSP
		Develop and formulate departmental strategy in line with ESSP
	7.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	8.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	9.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	10.	Hold weekly meetings with section head and participate in the bi-weekly meetings of the Directors
	11.	Preparation of Quarterly Report on the activities of the depart
	12.	Do other duties delegated to him/her by the Higher Education.
Alternative Education	1.	Provide for second chance for those who discontinue educational and dropout of different grades

Section	2.	Coordination between all education alternative centers
	3.	Recommend harmonized curriculum with celebration of Curriculum Department
	4.	Develop Minimum standards for all concerned schools
	5.	Teacher qualification assessment
	6.	Improve teaching quality
	7.	Improve school reporting mechanism
	8.	Collect all schools and student's information
	9.	Do other duties delegated to him/her by the Director
	FLECs Section	1.
2.		Conduct needs assessment
3.		Improve the capacity of teachers and management with collaboration of other stakeholders
4.		Regular update and monthly report to head of department
5.		Resource mobilization and needs assessment
6.		All school data centered and recorded
7.		Do other duties delegated to him/her by the Director
Adult Education Section	1.	Promote basic education for adults
	2.	Raise public awareness on educational issues and public participation
	3.	Support ministerial policy and strategy development in the respective areas
	4.	Determine adult education program in regional, district and village level through participation other MOES involving departments
	5.	Develop and provide appropriate teaching learning material for adult education, teacher guide and student text books
	6.	Oversee and collaborate with other education providing institutions
	7.	Suggest and advice on adult education curriculum, teacher training, examination framework and policies
	8.	Do other duties delegated to him/her by the Director
Student Affairs Section	1.	Registration of students and conditions
	2.	Student data documentation and recording
	3.	Awareness campaign on student's enrolment with collaboration with REOs and MOES departments
	4.	Reviewing students' progress and learning performance
	5.	Provide guiding and consulting where necessary
	6.	Reduce non-formal student drop out
	7.	Support student household needs
	8.	Identifying school health issues and inform to the relevant department (Human well-being)
	9.	Improve student assessment mechanism system and ensure learning outcome students
	10.	Do other duties delegated to him/her by the Director

3. Inclusive Education Department

Overall Mandate:		To promote, safeguard and ensure full and equal participation of all children with special needs in education in inclusive education without discrimination or exclusion, and based on their equality with others.
Key Functions of Department and Sections		
Department Management (Director)	1.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
	2.	Assume the overall responsibility of the management of the department
	3	Prepare the departmental priorities and activities with collaboration of education partners and other stakeholders.
	4	Develop yearly work plan and budgeting
	5	Develop Quarterly Work Plan in line with ESSP
	6	Develop and formulate departmental strategy in line with ESSP
	7.	Supervise the section heads and provide support to them where appropriate
	8.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	9.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	10.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	11	Hold weekly meetings with section head and participate in the bi-weekly meetings of the Direct
	12	Preparation of Quarterly Report on the activities of the department
	13	Do other duties delegated to him/her by the Higher Officials.
Gender Balance Section	1.	Create awareness and advocacy to promote female participation and retention in education
	2	Overall responsibility of SL Gender Issues.
	3.	Create girl's friendly education environment
	4.	Ensure the recruitment of more female teachers and head teachers for the schools and for the for the other departments in the ministry
	5.	Facilitate pre-service and in-service and university level trainings for the female teachers
	6.	Promote girls' school enrollment in both primary and secondary education
	7.	Support the development and implementation of the national gender policy for education and gender mainstreaming topics
	8.	Support the acquisition of scholarships for girls going or in the universities
	9.	Support job creation for the girl's graduates
	10	Manage special needs programs
	11	Closely work with the other departments of the ministry of education and higher studies
	12	To rectify gender policy and strategy
	13	Do other duties delegated to him/her by the Director
\Special Needs Education Section	1.	Establishment section strategies and policies that guide its operations
	2.	Support development curriculum and guidelines for special needs education

	3.	Enforcement/promotion of the need for equal access and inclusion of persons with special educational needs and training programs at all levels.
	4.	Intensify monitoring, supervision and quality control in all schools to ensure that children with special educational needs are provided for without discrimination.
	5.	Ensure provision of learning and teaching materials in accessible formats
	6.	Training sign language and braille translators
	7.	Awareness raising campaign regarding on special needs students
	8.	Implement Special Needs Guidelines
	9.	Support setting Special Needs exams
	10.	Mapping Special Needs schools and profiling
	11.	Provision of sign language where appropriate
	12.	Do other duties delegated to him/her by the Director
Rural Education Section	1.	Overall responsibility of SL Rural Education
	2.	Improvement of accessibility the Rural education/schools
	3.	To increase the student enrolments of SL Rural Education
	4.	Time management – especially rural areas
	5.	Assessment all rural school areas
	6.	Do other duties delegated to him/her by the Director
Tuition Support & Scholarships	1.	Identify most needed students including special needs, orphans, marginalized students etc.
	2.	Harmonization of school scholarships from the different International organization and government
	3.	Assessment for scholarships
	4.	Developed inclusive strategy – section for Tuition and Scholarships
	5.	Tuition for marginalized students
	6.	Identify the health and nutrition issues with collaboration of Well-being Department
	7.	Do other duties delegated to him/her by the Director

4. TVET Department

Overall Mandate:		Establish/maintain Technical & Vocational Institutes with high-quality programs that meet national and regional employment needs, prepare students for technical and vocational studies and lifelong learning, equip them with the knowledge and skills necessary to excel as future professionals, and contribute to Somaliland's economy and society. Formulation of TVET educational policy goals and objectives and determine methods / strategies for achievement as well as reviewing and diagnosing of TVET educational system and identify weaknesses and problems
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Key Functions of Department and Sections		
Department Management (Director)	1.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
	2.	Lead the overall responsibility of the management of the department
	3.	Prepare the departmental priorities and activities with collaboration of education partners and other stakeholders.
	4.	Develop yearly work plan and budgeting
	5.	Develop Quarterly Work Plan in line with ESSP
	6.	Develop and formulate departmental strategy in line with ESSP
	7.	Supervision of the section heads and support to section heads where appropriate
	8.	Quarterly Performance Assessment on section heads and PA report of each section head with recommendations of areas of performance improvement.
	9.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	10.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	11.	Weekly meetings with section head and participation of the bi-weekly meetings of the Directors
	12.	Preparation of Quarterly Report on the activities of the department
	13.	Do other duties assigned to him/her by the MOES higher Officials
Vocational and life skill training	1.	Determine generic programs for TVET and expected general skills level of graduates
	2.	Create professional relations among agencies working in non-formal education and administration department and the community in rural areas for basics education
	3.	Monitor and evaluation in the TVET centers and make sure that the centers provide proper and applicable education
	4.	Promote basic education for adults
	5.	Registration of students and conditions
	6.	Prepare and monitor short term and long-term plan for the TVET
	7.	Manage special needs programs (TVET) with collaboration with relevant department
	8.	Raise public awareness on educational issues and public participation
	9.	Coordinate related activities of different NGOs and international / UN organizations
	10.	Maintenance of ministerial and other informational systems in related areas of Vocational

	11.	Support ministerial policies and strategy development in the respective areas
	12.	Supervise and oversee various vocational educational programs
	13.	Setting up all Vocational Training Strategies
	14.	Do other duties delegated to him/her by the Director.
	15.	With collaboration of Curriculum Department, assess market labor demand
	16.	Vocational life skills equipment
	17.	Life skills teacher training
	18.	Do other duties delegated to him/her by the Director
Technical secondary schools	1.	Teacher training
	2.	School support budget
	3.	Employment promotion
	4.	Identify section curriculum
	5.	Construction and rehabilitation of schools
	6.	Monitoring and evaluation
	7.	Do other duties delegated to him/her by the Director
Technical and Vocational Qualifications Section	1.	Assessment and certification
	2.	Quality assurance and monitoring with collaboration of Quality Assurance Department
	3.	Capacity building
	4.	Registration of TVET centers and schools
	5.	Resource mobilization
Polly Technical Education Section	1.	Higher technical and advanced skills students
	2.	Instructors training
	3.	Capacity building
	4.	Do other duties delegated to him/her by the Director
	5.	
	6.	

5. Human Well-being Department

Overall Mandate:		Creation of a safe and secure learning environment for students where social, mental, emotional, health, physical wellbeing of students is nurtured.
Key Functions of Department and Sections		
Department Management (Director)	1	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
	2	Lead the overall responsibility of the management of the department
	3	Prepare the departmental priorities and activities with collaboration of education partners and other stakeholders.
	4	Develop yearly work plan and budgeting
	5	Develop Quarterly Work Plan in line with ESSP
	6	Develop and formulate departmental strategy in line with ESSP
	7	Supervise the section heads and provide support to them where appropriate
	8	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	9	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	10	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	11	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	12	Prepare Quarterly Report on the activities of the department
	13	Do other duties delegated to him/her by the MOES- Higher Officials.
Food & Accommodation Section	1	Management of school feeding programs
	2	Development of quality standards for the rationing of food as prescribed by the WFP and other partners
	3	Conduct joint Monitoring of supported schools using the monitoring checklist developed by WFP and partners
	4	Development, maintenance and integrate of employee safety regulations into all phases of the school food distribution and operation.
	5	Responsible for coordination of all SFP related activities in Somaliland. The unit will provide guidance and coordination and define collaboration mechanisms between the "MOE&S" at regional and sub-regional levels and WFP through the provision of program oversight and technical support The SFU have the lead in the supervision and implementation of the school feeding program in Somaliland;
	6	The SFU in the "Ministry" will act as a liaison office to ensure overall coordination for the School Health, Nutrition and School Feeding program with all stakeholders in education sector. The responsibilities of the school feeding unit is specified in the following TOR:
	7	Responsible in following up and ensuring school food is well managed by Community Education Committee and school administration at school level any issue concerning school food management should be reported to WFP on a

		timely manner.
	8	Supervise and give guidance on the implementation and management of feeding activities and advise well on food handling, food preparation, hygiene and record keeping.
	9	Ensure availability of school feeding documents in place especially School register are supplied and updated as required, this includes stack card, monthly utilization form, and distribution list for support staff i.e. cooks and storekeepers.
	10	Conduct continuous and proper supervision, monitor and evaluate CEC and school administration activities in school feeding and ensure they are in line with WFP School feeding policy and procedures as per the training that was carried out at school level.
	11	Preparation and submission of Monthly Distribution Report per School with all necessary information and data on enrolment; gender ratio, attendance and other basic education related information by 10 th of every month.
	13	Participate in school assessment and any other school feeding mission
School Health Section	1	Physical and mental health assessment and referral for care;
	2	Development and implementation of health care plans for students with special health care needs
	3	Health counseling and guidance;
	4	Mandated screenings, such as vision, hearing, and immunization status;
	5	Monitoring the presence of infectious conditions among students and enforcing public health precautions to prevent spread of infections and infestations;
	6	Skilled nursing services for students with complex health care needs;
	7	Case management of students with chronic and special health care needs
	8	Outreach to students and their families;
	9	Interpretation of the health care needs of students to school personnel
	10	Development and implementation of emergency care plans and provision of emergency care and first aid;
	11	Serving as liaison Section for the school health programs
	12	Collaboration with other school professionals—particularly counselors,
	13	Psychologists, and social workers—to address the health, developmental, and educational needs of students.
	14	School clinic and dispensary
Physical Education & Recreation	1	Aligning the content of physical education students to the modern achievements of sports and health education theory and methodology of physical education and the actual needs of the individual
	2	Traditional integration of physical education and new innovation that will increase the intensity and effectiveness of the educational process of physical education, and enhance sports and recreation activities outside the classroom
	3	Adherence to the principles of differentiation and individualization of physical activity, increasing motivation and interest in active exercise, the realization of personality-oriented approach
	4	Diversify forms, methods and means of attracting students to participate in sports and recreational activities
	5	Improving sports and recreation education general and special physical fitness,

		improve health, skills acquisition of healthy way of life and their ability to pass on to others
	6	Attracting students to the independent exercise and sports that will promote health potential, acquiring new skills and habits of motor activity, physical development and physical preparedness
	7	Create new fitness technology
	8	The section is aimed at building fitness in students' competencies as the characteristics of the final result of physical education in higher education that unites not only educational knowledge and skills, but also practical experience, the system of value orientations of the individual (needs, interests, motives attitude to physical education facilities, etc.).
	9	Responsible for the formulation and Prepare a number of manuals and guidelines for PE and recreation activities
Water & Sanitation Section	1	To promote importance of WASH in schools at national, regional and district levels
	2	To improve hygiene practices among school children, their families and communities
	3	To promote family and community involvement, and partnership in the sustainability of WASH facilities in schools
	4	Ensure water accessibility, rain water harvesting and management of water hygiene
	5	Identify needs on school hygiene and sanitary facilities
	6	Ensure; Save use of toilets, personal hygiene, promotion of hand washing, food hygiene and environmental hygiene
	7	Resource mobilization
	8	Water management specially raining seasons

6. HR Department		
Overall Mandate:		Play a supportive role for all departments of the Ministry (both core & supporting departments). Establish/ maintain Human Resources Management systems and central database for the teacher & other employees of the Ministry. Establish operative HR management representatives for the ministry at regional / district and school levels
Key Functions of Department and Sections		
Department Management (Director)		Advise the Minister, DG and the management of the Ministry about the HR issues of the Ministry including the development needs of the staff, recruitment needs, status of the staff, the exact numbers of staff and their specific location, their salaries and other benefits, and their records in terms of qualification, field of education, experience, performance, etc.
	1.	Report to the DG of the MoES/ where appropriate/necessary to the Minister/Vice- Minister.
	2.	Assume the overall responsibility of the management of the department

	3.	Supervise the section heads and provide support to them where appropriate/necessary
	4.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	5.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	8.	Prepare Quarterly Report on the activities of the department
	9.	Do other duties delegated to him by the Management of MOES.
Department management (Deputy)	1	Act as Deputy Director for the Department
	2	Lead " Civil Service" Section of the Department
	3	Undertake all duties listed above as " Department Management (Director), when the Director is away;
	4	Do other duties delegated to him by the director.
Section Management	1	Report to the Director of the department
	2	Assume the overall responsibility of the section
	3	Supervise the section staff and provide support to them where appropriate
	4	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement.
	5	Keep records of details of section staffs (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7	Hold weekly meetings with section staff and
	8	Preparation of own section contribution to the Quarterly Report on the activities of the department
Temporary Employees	1.	Management of all the units of the section including National Service Program, unpaid staff (teachers and non-teachers) and internships
	2.	Work closely with the Civil Service Commission and external parties to ensure policies temporary employees.
	3.	With consultation of CSC, develop guidelines and procedures recruiting temporary employees based on needs.
	4.	With consultation of MoES top management assess the needs and types of consultants needed with the various departments/institutions.
	5.	Support the recruitment/hiring process of the consultants.
	6.	Placement/attachment of temporary employees to the most needs department/institutions.
	7.	Development and sign service contract to the temporary employee
	8.	Collect, record and file the data of the temporary staff/employee.
	9.	Appraisal of temporary staff based on recorded data
	10.	Development of strategy for utilizing the temporary and National Service

		workforce in the best possible way;
	11.	Ensuring the National Service staff get teacher training courses before they are filled in teaching posts
	12.	Development of strategy for utilizing the temporary and National Service workforce in the best possible way;
	13.	
Civil Service Section	1.	Work closely with the Civil Service Commission and external parties to ensure that employment policies are in compliance with applicable national regulations
	2.	Support CSC in hiring and dismissal of Ministry staff
	3.	Personnel administration: keeping personnel files, holidays, sick days, absent days,
	4.	Conduct annual staff performance appraisal
	5.	Rewards, disciplinary cases
	6.	Salaries' system and HR budget proposal
	7.	Review, upgrade and implement HR policies, procedures and manuals
	8.	Manpower planning for the Ministry
	9.	Prepare job description for the staff of each department
	10.	Support CSC to staff recruitment and selection process on need basis
	11.	Take dispute resolution responsibility and disciplinary actions where necessary
	12.	Induction and orientation for new staff
Training & Development Section	1.	Conduct training needs assessment on annual basis
	2.	Develop capacity building strategy plan for all level including the central, Regional / District, CEC and School level.
	3.	Develop Staff training Manuals based on needs assessment findings
	4.	Organization of Trainings workshop
	5.	Procurement of capacities (Trainers, venues, materials); travel
	6.	Develop induction training manual
	7.	M & E of staff development impact on organizational performance
	8.	Harmonize with other ongoing Civil Service Reform trainings
	9.	Closely work with NTTI and CSC training and development activities at all levels.
	10.	Other HRD activities
Remuneration & Benefits Section	1	Development and design of remuneration packages and policies aligned with existing policies
	2	Assessment of the employees' needs by means of different evaluation methods and techniques
	3	Creation and improvement of salary, benefit and bonus systems
	4	Alignment of all remuneration systems to general conditions on the labor market as well as on legal regulations
	5	Support of managers in their decisions about compensation packages and ways to motivate employees
	6	Closely work with CSC remuneration and benefits activities at all levels.
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7. Administration and Finance Department		
Overall Mandate:		Support the Ministry with all aspects related to Annual Budget Planning, resource mobilization, procurement and disbursement management with the provision of internal services; administrative control of regional, district and villages offices
Key Functions of Department and Sections		
Department Management (Director) 2	1.	Responsible f the duties of all MoES financial management and administration as the Chief Accountant of MoES financial officer/accountants
	2.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
	3.	Regularly update the Minister /DGs and the Management with financial status of the MOES
	4.	Work closely with the Minister of Finance, Auditor General, Accountant General and educational partners to ensure smooth follow corporations.
	5.	Assume the overall responsibility of the management of the department
	6.	Supervise the section heads and provide support to them where appropriate
	7.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	8.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	9.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	10.	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	11.	Prepare Quarterly Report on accomplished activities of the department
Department Management (Acting)	1.	Act as Deputy Director for the Department
	2.	Lead " Finance Section" Section of the Department
	3.	Undertake all duties listed above as " Department Management (Director), when the Director is away;
	4.	Do other duties delegated to him by the Director.
Section management	1.	Report to the Director of the department
	2.	Assume the overall responsibility of the section
	3.	Supervise the section staff and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement.
	5.	Keep records of details of section staffs (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section staff and

	8.	Preparation of own section contribution to the Quarterly Report on the activities of the department
Resource Mobilization & Allocation Section	1.	Focal point for all INGOs, International Institutions and foreign states related to education programs
	2.	Harmonization and follow up of donor activities according to SL education development needs
	3.	Coordination & harmonization with other ministries' activities as far as programs mainly run by other ministries/agencies have impact on Education
	4.	Keeping copies of projects/Program documents/LoA & MoUs of development partners
	5.	Crosscheck of all agreements with donors response interventions
	6.	Development & implementation of different fund-raising techniques
	7.	Modify and enhance Somaliland Educational Development Fund (SEDF) Concept Note
	8.	Establish rules, procedures and regulations for managing Somaliland Educational Development Fund (SEDF)
	9.	Establish Technical Team for Resource Mobilization for SEDF with clear TOR.
	10.	Identify, liaise and establish working relationship with stakeholders of Resource Mobilization with different actors
	11.	Community resource mobilization should be included
Accounting Section	1.	S/he is the Chief Account of all MoES sub-accountants
	2.	Preparation of the Annual Budget of the MoES
	3.	Preparation and disbursement the salaries for the MOES staff
	4.	Preparation quarterly budget and expenditure warrants
	5.	Ensure proper use of the Budget (budget control)
	6.	Ensure that an efficient, effective and transparent financial systems are in place
	7.	Filing the vouchers of staff salary payments and monthly payroll system
	8.	Formal preparation of the ministries final accounting
	9.	Handling all the cash transaction of the ministry, and maintaining daily cash accounts
	10.	Handling daily accounting activities
	11.	Keep and maintain the central accounts of the ministry
	12.	Manage and process finance and administration related data and documents
	13.	Monitoring of the Ministry's bank accounts and making bank reconciliation statement on monthly basis
	14.	Prepare monthly, quarterly and annual financial reports
	15.	Prepare monthly, quarterly and yearly closure of accounts
	16.	Produce monthly, quarterly and annual financial projections
	17.	Prepare the draft overall budget of the Ministry and its affiliated offices in the regions and districts.
Security & Safety Section	1.	Being the front-line staff of the MoES
	2.	Provision internal services including Guards, Cleaners, Janitors,

		Messengers (mail services) and ensuring that each unit perform their duties properly
	3.	Observing overall security conditions of the ministry buildings
	4.	Installing and maintaining security equipment in the Ministry
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Procurement & Logistics	1.	Dealing with all procurements of the MoES
	2.	Preparation of Ministry's annual procurement plan
	3.	Dealing with all purchases & procurements on request of ministry departments
	4.	Procurement and administration of office furniture, non-ICT technology, stationery, fuel, etc.
	5.	Procurement of vehicle spare parts & maintenance as requested by the relevant section
	6.	Ensure provision of utility services such as water, electricity, telephone and the internet services
	7.	Guidelines for internal services provision in the regional / district offices
	8.	Working closely with relevant sections within the Ministry and Ministry of Public Works in the development of standardized construction manuals for school constructions
	9.	Care for maintenance of all buildings, facilities and areas under the jurisdiction of the ministry
	10.	Develop and maintain a supplier list for procurement & purchasing purposes
	11.	Support the ministry and educational institutions with safe and secure storage of learning materials, textbooks etc.
	12.	Managing ministry's warehouse
	13.	Carrying out daily/weekly/monthly and yearly Inventory control
	14.	Coordination of logistical support to the distribution of learning materials by the ministry to learning institutions
Transportation Section	1.	Providing means of transportation for staff inside and outside the Ministry
	2.	Controlling
	3.	XXXX
	4.	
	5.	

3. Planning & Policy Department

Overall Mandate:		Support the ministry in the preparation of all aspects of educational planning (operational, tactical, strategic and emergency planning) and the development of educational policies including the development of administrative laws, acts, systems, guidelines, procedures and standards for all departments as well as the coordination of all educational stakeholders.
Key Functions of Department and Sections		
Department Management (Director)	1.	Advise the management of the Ministry about operational, tactical and strategic planning of education.
	2.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister.
	3.	Assume the overall responsibility of the management of the department
	4.	Supervise the section heads and provide support to them where appropriate/necessary.
	5.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	6.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	7.	Approve leave/sick notes of section heads/ Approve requisitions for procurements at his/her department level / Approve requisitions for payments/timesheets and document all the internal procurement process and produce report.
	8.	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	9.	Prepare Quarterly Report on the activities of the department.
	10.	Do other duties delegated to him by the management team of MOES.
Department Management (Deputy)	1.	Act as Deputy Director for the Department
	2.	Support " Policy and legal section" of the Department as deputy director.
	3.	Undertake all duties listed above as " Department Management (Director), when the Director is away;
	4.	Do other duties delegated to him by the Director of the department.
Section Management	1.	Report to the Director of the department
	2.	Assume the overall responsibility of the section
	3.	Supervise the section staff and provide support to them where appropriate

	4.	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement.
	5.	Keep records of details of section staffs (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve request ions for payments/timesheets
	7.	Hold weekly meetings with section staff
	8.	Preparation of own section contribution to the Quarterly Report on the activities of the department
Planning & Project design Section	1.	Report to the Director of the department
	2.	Coordinating technical inputs from all departments and works closely with them to develop organization's strategic plan and implementation guidelines, and ensures copies are made available to all departments
	3.	Working closely with other departments in arranging agreed MOES internal meetings, ESC, and other ad hoc meetings.
	4.	Disseminations of educations reports, circulars, meeting minutes etc., to all educational stakeholders.
	5.	Coordination, formulation and preparation of the MoES medium term strategic plan, annual action plans and sub sector budgets
	6.	Coordinating formulating, reviewing, implementation of MoES's policies and ensure they are consistent with national policies, frameworks and strategies
	7	Preparing annual work plans, developmental programs for MoES and strategy documents for the departments
	8	Interpret the National Development Agenda as it relates to the Ministry and formulating it implementation strategies
	9	Preparing 5-years strategic plan for MoES in line with the Somaliland National Development Plan.
	10	Prepare Quarterly and annual plans and reports
	11	Coordinate the whole process of ongoing constitution interventions like extension, rehabilitation and school and facilities.
	12	Mapping most needed education institutions, offices, equipment's etc) for maintenance and rehabilitations.
	13	Monitor construction interventions;
		Suggest the locations and number of required schools to be constructed and other educational facilities such as class room extensions, canteens, play spaces etc.;

		Design the needs assessment process in all inclusive way based MoES priorities.
Policy & Legal Section	1	Report to the Director of the Department
	2	Develop and review existing educational Acts/policies and ensuring their implementation within the Ministry
	3	Providing guidance on the integration of governance issues into development planning
	4	Supporting other departments to develop relevant policies, strategies, systems, and regulatory frameworks
	5	Ensure all core & supporting department have policies, procedures & guidelines in place
	6	Preparing administrative acts (Laws, Regulations) related to education
	7	Coordinating research and impact studies on MoES policies and provide a basis for making informed decisions on the future direction of the MoES
	8.	Keeping copies all educational Laws/Acts, policies, and regulations
	9	Prepare Quarterly/annual plans and reports
Emergency Preparedness & Displaced Section	1	Report to the Director of the department
	2	Development of education contingency plan with all MOES stakeholders and development of emergency response plans/mechanism for the host community affected
	3	Demographic and economic need analysis of education demand on central, regional, sectorial and topical level
	4	Mid and long term demand forecasting
	5	Mid and long term capacity needs forecasting
	6	Simulation of alternative development paths in education
	7	Consolidated Budget forecasting for EIE response
	8	Closely working with the other existing emergency TWG at all levels.
	9	Conducting rapid assessment on the impact emergency responses
	10	Assessment of the needs of the refugees and IDPs in Somaliland in terms of education and incorporating into the MoES strategy, plans, etc.
	11	Ensure that refugees and IDPs get access to education
	12	Prepare Quarterly and annual plans and reports
	13	Support the provision of asset maintenance, rehabilitation and construction facilities.
	14	Mapping most needed education institutions, offices, equipment's etc for maintenance and rehabilitations that needs emergency respond
Educational Statistics Section	1	Developing statistical systems for planning and analysis of the education sector
	2	Develop, maintain and manage education management information system (EMIS)- (this role should be read with roles and responsibilities

		communication department)
	3	Preparing statistical information and reports on permanent basis and on demand
	4	Operating the teaching and non-teaching staff data base in cooperation with the HR Department
	5	Ensuring coordination of the statistics system with the general systems operated by other relevant ministries
	6	Organize data collection on yearly basis
	7	Dissemination of results of statistical reports through internet and on paper publications (this role should be read with roles and responsibilities communication department)
	8	Provision of different statistics required by the Ministry
	9	Preparation of annual education sector statistical reports
	10	Report to the Director of the department
External relationship and International Corporation Section		

9. Registration & Licensing Department		
Overall Mandate:		Registration of educational facilities (buildings, fixtures, and equipment necessary for the effective and efficient operation of the program of public education, classrooms, libraries, rooms and space for physical education, restrooms, specialized laboratories, cafeterias, media centres, vehicles, buildings, equipment, fixtures, furnishings, land, books, etc.) and ensuring/approving their safety for utilization as well as certification of teachers and licensing of private schools.
Key Functions of Department and Sections		
Department Management (Director)	1.	Accountable to the DG of the MoES/ where appropriate to the Minister/Vice- Minister
	2.	Assume the overall responsibility of the management of the department
	3.	Supervise the section heads and provide support to them where appropriate
	4.	Conduct Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	5.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	8.	Prepare Quarterly Report on the activities of the department
	9.	Leading the Educational Policy & Legal Section
Department	1.	Act as Deputy Director for the Department

Management (Deputy)	2.	Lead " Fixed Asset & Equipment Registration" Section of the Department
	3.	Undertake all duties listed above as " Department Management (Director), when the Director is away;
	4.	Do other duties delegated to him by the Director.
Section Management	1.	Report to the Director of the department
	2.	Assume the overall responsibility of the section
	3.	Supervise the section staff and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement.
	5.	Keep records of details of section staffs (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section staff and
	8.	Preparation of own section contribution to the Quarterly Report on the activities of the department
School Registration Section (School means education institution)	1.	Establish an effective system for registration and licensing of both private & pubic schools which includes developing standard registration and licensing forms with conditions (annual reports, etc.) for providing license & registration;
	2.	Give out and revoke licenses for education institutions
	3.	Conduct assessment and surveys on private schools
	4.	Ensure the application of the national curriculum; coordinate with primary schools, secondary school, TVET and adult education unit
	5.	Monitor and evaluate private schools' performance
	6.	Oversight of the education institutions schools
	7.	Collecting data related to the private school (not clear)
	8.	Providing quarterly report on the activities of the section & status of the education institutions
Teacher Certification & Licensing Section	1.	Initiation of appropriate guidelines for teacher registration & licensing including defined processes for registering and licensing teachers
	2.	Promote the need for registering and licensing teachers (both public & private)
	3.	Working closely with HR Department create a database for registered teachers and permitted teachers;
	4.	Development of Teacher Registration & Licensing Policy
	5.	Working closely with relevant stakeholders formulate/set a nominal fee for providing registration and license to teachers
	6.	
	7.	
Asset Registration & Maintenance Section	1.	Initiation of appropriate guidelines for registering MoES fixed asset and equipment's and furniture.
	2.	Registration and maintenance of the ministry's fixed assets, equipment's and vehicles, and handling assets inventory.
	3.	Development of fixed asset registration policy.

	4.	Update yearly fixed asset registration records
	5.	Support the provision of asset maintenance, rehabilitation and construction facilities.
	6.	Mapping most needed education institutions, offices, equipment's etc.) for maintenance and rehabilitations.
	7.	With the support of line institution, monitor construction and asset maintenance interventions
	8.	Regular monitoring of MoES assets
	9.	Closely work with Ministry of public work and housing for fixed asset registration;
Safety and Security	1.	With working of Ministry of Transport and traffic police develop a guidelines and procedures enabling student safety and security.
	2.	Controlling and monitoring the transport of learners
	3.	Conduct an awareness/training of school management, staff, parents and students.
	4.	Record and file the data school transports and update regular basis.
	5.	Monitoring and evaluation of school safety and security.

10. Information & Communication Department		
Overall Mandate:		The Department of Information and Communication is responsible for directing and safeguarding the information and data integrity of the organisation and its departments including all information centres, service centres, help desks, communication networks (voice and data), computer program development, and computer systems operations.
Key Functions of Department and Sections		
Department Management (Director)	1.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
		Act the official spokesperson of the ministry and represent it of all external and internal relations and communications.
	2.	Assume the overall responsibility of the management of the department
	3.	Supervise the section heads and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	5.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	8.	Prepare Quarterly Report on the activities of the department
Department Management	1.	Act as Deputy Director for the Department
	2.	Lead one of the Section of the Department

(Deputy)	3.	Undertake all duties listed above as " Department Management (Director), when the Director is away;
	4.	Do other duties delegated to him/her by the Director.
Section Management	1.	Report to the Director of the department
	2.	Assume the overall responsibility of the section
	3.	Supervise the section staff and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement.
	5.	Keep records of details of section staffs (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section staff and
	8.	Preparation of own section contribution to the Quarterly Report on the activities of the department
Educational Database Section	1.	Planning of the ministries (Ministry) ICT development
	2.	Operation of all central system
	3.	Maintains the ministry's servers, computers, and overall ICT
	4.	Customization of all IT programs and applications for the use of the ministry
	5.	Data base administration, backup / restore systems
	6.	Electronic knowledge systems
	7.	Builds and maintains local area network (LAN) and ministry intranet
	8.	Administration of the ministry's internet portal and e-mail structures.
	9.	Assigning of e-mail accounts and the access to the ministry systems
	10.	Taking care of the ICT of the regional offices and its network capacities
	11.	Organizing staff training in basic IT knowledge (coordinates with HR section)
	12.	Manage and maintain all Database systems of the different MoE&S Departments.
		Manage all Security networks of MoE&S
13.	Manage all surveillance or CCTV systems of the Ministry;	
Information Centre (Libraries)	1.	Develop a standardized national policy, guidelines and procedures regulating libraries (public libraries or educational institution libraries).
	2.	Manage all education resource centers.
	3.	Mapping current status of libraries throughout the country
	4.	
	5.	
	6.	
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	8.	
Media / PR Section	1.	Providing information and documents to the public and media on MoES activities;
	2.	Making transparent the works and activities of the Ministry of Education affairs both to the public as well as local and international institutions;

	3.	Collecting, processing and publishing information on works and activities of the Ministry;
	4.	Manage, supervise and maintain official webpage of the Ministry of Education and other social media platforms
	5.	Preparing and publishing materials and brochures for publication and distribution to inform the public on the activity of the Ministry of Education.
	6.	Participating in direct meetings of the Minister and high delegations within and outside the country in order to provide accurate information to the public;
	7.	Drafting the communication strategy annually based on the Ministry work plan;
	8.	Cooperating with the media in organizing press conferences and interviews as well as providing information and drafts summaries out of media presentation;
	9.	Issuing statements, announcements, reports, quarterly magazines and other publications to public opinion.
	10.	Speeches, personal appearances with minister if required
	11.	Daily / weekly collection of media appearances related to the Minister, to the Minister or Education programs
	12.	Focal point for the media; regular and occasional media releases and meetings
	13.	Coordination of related activities of regional and district offices; distribution of material
	14.	Procurement of all printing and broadcasting materials and other related products and services.
		Conduct all education awareness programs of the Ministry.
		Monitor, supporting and follow up all online education programs of the Ministry.
		Manage all social media platform of the Ministry
Archives	1.	Responsibility for manage manual and electronic archives
	2.	Manage and archive all incoming / outgoing mail and documents
	3.	Archiving all original copies of educational Acts, Laws, Policies, strategies, guidelines, standards, examination results, curriculum, manuals, regulations etc.
	4.	Archiving all original administrative standards, procedures, guidelines, including administrative standard templates (i.e. Reporting template, school registration applications, etc.)
	5.	Archiving original copies of projects/Program documents/LoA & MoUs of development partners and other stakeholders including construction companies, other suppliers
	6.	Documentation of original copies videos and audio records online lessons and other.

11. Quality Assurance and Compliance

Overall Mandate:		Ensuring quality of school education by developing quality management systems based on state of the art experience. Connectional development and oversight over school inspection. Evaluation of inspection results.
Key Functions of Department and Sections		
Department Management	1.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister

(Director)	2.	Assume the overall responsibility of the management of the department
	3.	Supervise the section heads and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	5.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	8.	Preparation of monthly ,Quarterly and annual Report on the activities of the departments through M and E
	9.	Leading the "School Supervision & Inspection" Section
	10.	Collaboration, coordination with other MoES Departments, implementing partners and relevant stakeholders
	Acting Director	1.
2.		Lead one of the sections of the Department
3.		Do other duties delegated to him by the Director.
Section Management	1.	Report to the Director of the department
	2.	Assume the overall responsibility of the section
	3.	Supervise the section staff and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement.
	5.	Keep records of details of section staffs (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section staff and
	8.	Preparation of own section contribution to the Quarterly Report on the activities of the department
Monitoring and Evaluation Section	1.	Methodological development of M&E systems for monitoring all MOES activities on monthly, quarterly and annual bases
	2.	M&E projects related to the education system in general
	3.	M&E projects related to pilot studies and donor financed activities
	4.	Database of M&E reports and sharing the monitoring and evaluation with all the stakeholders.
	5.	Conduct monitoring and evaluation of MOES Action Plan implementation making synergy and harmonization of effort.
	6.	Conduct impact assessment for all development interventions
	7.	Monitoring of all departments activities.
Standards & Compliance	1.	Promoting and Maintaining Standards of Education in all institutions and levels of learning (within the Ministry, primary, secondary, colleges, TVET and NFE Non Formal Education Centers).

	2.	Plans, directs, and coordinates the inspectorate officer's work plans and meetings with inspectorate staff in all levels (regional, district and school level) to identify and resolve problems
	3.	Evaluation of work methods and procedures to inspectorate staff
	4.	Conducts annual performance/compliance reviews of inspectorate officers (mainly by director of QAS at the HQ but oversee performance reviews of regional and district inspectors).
	5.	Coordinate, carry out and manage national inspection/supervision programs with education management team
	6.	Coordinate with other departments within the Ministry of Education in matters involving quality and effectiveness of educational provisions and provide policy advice to the Minister and Director General
	7.	Review and updates all the standards and other relevant documents
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School Supervision Inspection, Section	1.	Review and upgrade School supervision and inspection check list and development of harmonized monitoring and evaluation.
	2.	School environment supervision
	3.	Schools management inspection and supervision
	4.	Students assessment on EGRA and EGMA
	5.	Supervision and evaluation of schools
	6.	Oversight/supervision of curriculum development
	7.	Monitoring of head teachers/teachers in schools
	8.	Undertake joint Supervision in liaison with relevant departments and IP
	7.	Supervision of all educational institution except Universities
	8.	Supervising crisis situations in schools
	9.	Provide leadership for inspectorate officers and ensure effective systems of recruitment, professional development and renewal
	10.	Training of HTs and CEC on school supervision and monitoring and evaluations tools.
	11.	Report writing of Supervision exercise
Compliments and Complains	1.	Giving prizes to the most performing MOES officials as part motivations
	2.	Receive and solve problems that arise from the education institutions
	3.	Give rewards, disciplinary and sanctions to the MOES identified officials at school levels.
	4.	Development of compliments and complains guidelines.
	5.	Advice the MOES management who will be rewarded working closely with HR department.

12. Education Participatory and Governance Department

Overall Mandate:		Play a supportive role for all departments of the Ministry (both core & supporting departments and other government institution) with all aspects related to the educational participatory, governance and decentralization (primary education decentralization to the local governments, self-governing schools and roles of school community participation)
Key Functions of Department and Sections		
Department Management (Director)		Advise the Minister, DG and the management of the Ministry about the Educational Participation, decentralization, and good governance issues of the Ministry including the primary education devolution functions to the districts, empowering and self-governing of schools and Community Education Committee promotion and establishment of good inter-institutional cooperation.
	1.	Report to the DG of the MoES/ where appropriate/necessary to the Minister/Vice-Minister.
	2.	Assume the overall responsibility of the management of the department
	3	Prepare the departmental priorities and activities with collaboration of education partners and other stakeholders.
	4	Develop Departmental yearly work plan and budgeting
	5	Develop departmental Quarterly Work Plan in line with ESSP
	6	Develop and formulate departmental strategy in line with ESSP
	7.	Supervise the section heads and provide support to them where appropriate/necessary
	8.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	9.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	10.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	11	Hold weekly meetings with section head and participate in the bi-weekly meetings the Directors
	12	Prepare Quarterly Report on the activities of the department
13	Do other duties delegated to him by the Management of MOES.	
Decentralization section	1.	Support familiarization and implementation of policies and strategies in decentralized education structure (Key operational policies)
	2.	Design the education sector decentralization development steps
	3.	Develop selection criteria of the district councils
	4.	Support the implementation of Education Sector Decentralization Strategy Plan (ESDSP)
	5.	Support and contribute to key coordination, planning and review meetings within MOES and with decentralization stakeholders.
	6.	Support the implementation of SL National Decentralization Policy and road map
	7.	Work closely with the district councils for education devolution functions
	8.	Work closely the Regional Education Officer and District Education Officers
	9.	Support the process of implementation and development on decentralized education functions
	10.	Roll out/expand the education decentralization service delivery to all 23 electoral districts, based on the commitment and experience in the districts.
	11.	Support education decentralization periodic coordination meetings

	12.	Ensure regular reporting and oversight on the implementation, through documenting the process, problems and bottlenecks for identification of lessons learned;
	13.	Oversee and ensure the alignment of plans to national goals for education decentralization
	14.	Implement overall regulations; Education Act, Law # 23 and National Decentralization endorsed policy
	15.	Support the division of educational facilities into school zones or educational cluster (<i>Aag waxbarasho</i>) and broken down each zone into four sub-zones (<i>Degel waxbarasho</i>)
	16.	Conduct household survey to identify the actual educational barrier on annual basis
	17.	Establish of School Zone Development Committee
	18.	Support the Rural educational development prioritization criteria
	19.	Establish and improve the knowledge and skills of Community Education Committees (CEC) at National, regional, district level and School zone.
	20.	In collaboration with senior MOES officials
Inter-governmental Institutions cooperation section-	1.	Work closely with the education sector line ministries and other governmental institutions.
	2.	Work closely the Ministry of Endowment and religious affairs for Early Childhood Education
	3.	Work closely to the SL Regional Governors
	4.	Oversee and ensure the alignment of plans to national goals for inter-governmental institutional cooperation section
	5.	Provide regular update and monthly progress report to the Department Director
	6.	In collaboration with senior MOES officials
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Good Governance	1.	Conduct inter-ministerial capacity needs assessment on annual basis
	2.	Support the design and implementing the MOES governance framework
	3.	Develop capacity building strategy plan for all levels including; central, regional, district, CEC and school level.
	4.	Harmonize with other ongoing reforms including; PFM, Decentralization and Civil Service Reform.
	5.	Ensure the proper work of the Ministry of Education & Science is in line with Acts and Policies at ministerial level and national level.
	6.	Provision of leadership training the MOES at all level
	7.	Support and collaborate MOES internal audit unit
	8.	Ensuring the efficiency, and effectiveness implementation and management of education programs and activities
	9.	Support MOES departmental, regional, district level roles and responsibilities demarcation
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13. Curriculum Development institute		
Overall Mandate:		Development and update of curricula and care for related professional development of teachers and related textbooks
Key Functions of Department and Sections		
Department Management (Director)	1.	Report to the DG of the MoES/ where appropriate to the Minister/Vice-Minister
	2.	Assume the overall responsibility of the management of the department
	3.	Supervise the section heads and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section heads and produce PA report of each section head with recommendations of areas of performance improvement.
	5.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section head and participate in the bi-weekly meetings of the Directors
	8.	Preparation of Quarterly Report on the activities of the department
	9.	Giving guidelines in curriculum development exercise.
Acting Director	1.	Act as Deputy Director for the Department
	2.	Lead one of the Section of the Department
	3.	Undertake all duties listed above as " Department Management (Director), when the Director is away;
	4.	Do other duties delegated to him/her by the Director.
Section Management	1.	Report to the Director of the department
	2.	Assume the overall responsibility of the section
	3.	Supervise the section staff and provide support to them where appropriate
	4.	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement.
	5.	Keep records of details of section staffs (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets

	7.	Hold weekly meetings with section staff and
	8.	Preparation of own section contribution to the Quarterly Report on the activities of the department
School Curriculum	1.	Determine the curricula development program (creating, updating) according to school levels
	2.	Organize development of individual curricula
	3.	Approval and dissemination of compulsory curricula
	4.	Monitor and oversee curriculum implementation approaches
	5.	Follow up and monitor printing of learning and teaching materials
	6.	National Curriculum Center Management
	7.	Development of teacher training curriculum
Technical Curriculum	1.	
	2.	Conduct local labor market survey and assessment and adjust the curriculum based on the needs of the country.
	3.	Development of all related TVET curriculum
		Monitoring and evaluation of TVET institutions. Review of the curriculum when needs arises. Translation of curriculum materials.
Printing & Publication Section	1.	Giving guidelines for textbook preparation
	2.	Procuring / assigning textbook preparation (textbook contents, drafting)
	3.	Licensing of textbooks and other teaching material for use in schools
		Textbook preparation, publication, procurement and distribution. Licensing of textbooks and other teaching learning materials.
Curricula Review & Design	1.	Giving guidelines for textbook preparation
	2.	Procuring / assigning textbook preparation (textbook contents, drafting)
	3.	Licensing of textbooks and other teaching material for use in schools
	4.	

SOMALILAND NATIONAL COLLEGE OF EDUCATION

(i) Vision

The college aspires to be a center of excellence teacher education and promoting quality teaching and learning processes in Somaliland education system

(ii) Mission

The mission of the college is to significantly contribute to achieve quality education for primary and secondary schools in Somaliland by educating and training teachers and other education stakeholders.

<p>Overall function of Somaliland National College of Education</p>	<ol style="list-style-type: none"> 1. Prepare young professionals of teaching force from secondary school graduates as new pre-service teachers for two years for teaching in primary schools (Diploma) 2. Provide for upgrading opportunities to these teaching force up to degree for teaching in secondary schools 3. Provide in-service teacher training for primary, secondary and TVET <ul style="list-style-type: none"> • For untrained in-service teachers, and • for upgrading in-service teachers 4. Provide short and long training to school heads in school leadership and management to make schools more conducive environment for children 5. Train school community education committees (CECs) to enhance school good governance, planning and development. 6. Conduct mentoring of in-service teacher trainees after training 7. Develop teacher education curriculum for bachelor degrees in collaboration with the Curriculum Development Institute. 8. Organize and coordinate all teacher trainings in different levels of early childhood, primary, secondary and TVET 9. Organize meetings, debates, researches and assessments related to teaching, teachers and quality of education. 								
<p>Key Functions of the SLNCE and its Sections</p>									
<p>Director</p>	<table border="1"> <tr> <td data-bbox="461 1610 549 1677"></td> <td data-bbox="549 1610 1533 1677">Report to the Director of the College,</td> </tr> <tr> <td data-bbox="461 1677 549 1805">1.</td> <td data-bbox="549 1677 1533 1805">Regularly updates College Director about financial status of the college</td> </tr> <tr> <td data-bbox="461 1805 549 1933">2.</td> <td data-bbox="549 1805 1533 1933">Work closely with the Director, Finance Director, and other education</td> </tr> <tr> <td data-bbox="461 1933 549 1998">3.</td> <td data-bbox="549 1933 1533 1998">Supervise the section heads and provide support to them where</td> </tr> </table>		Report to the Director of the College,	1.	Regularly updates College Director about financial status of the college	2.	Work closely with the Director, Finance Director, and other education	3.	Supervise the section heads and provide support to them where
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		appropriate
	4.	Carryout Quarterly Performance Assessment on section heads and other staff and produce PA report of each section head with recommendations of areas of performance improvement.
	5.	Keep records of details of section heads (personal information, education levels, pay, performance reports, attendance/sickness/leave records)
	6.	Approve leave/sick notes of section heads/ Approve requisitions for procurements/ Approve requisitions for payments/timesheets
	7.	Hold weekly meetings with section heads and participate in the bi-weekly meetings with the Directors
	8.	Prepare Quarterly Report on accomplished activities of the department
Department management (Deputy)	1	Act as Deputy Director for the college
	2	Undertake all duties listed above as " Department Management (Director), when the Director is away;
	3	Do other duties delegated to him by the director.
Section of Academic affairs	1	Report to the Director of the college
	2	Assume the overall responsibility of the section
	3	Supervise the section staff and provide support
	4	Carryout Quarterly Performance Assessment on section staff and produce PA report of section staffs with recommendations of areas of performance improvement. Plan and keep track of academic promotion of student-teachers
	5	Keep records of details of section staffs (personal information, education levels, pay, performance reports,

		attendance/sickness/leave records)
	6	Prepare and implement quality assurance checklist
	7	Conduct regular qualitative and quantitative assessment on teaching and learning.
	8	Prepare monthly, quarterly and annual report about academic affairs
	6.	Keep records of finance transactions and maintain transparency
Assistance director of admin and finance	1.	Report to the Director of the college
	2.	Regularly update the director with financial status of the college
	3.	Work closely with the director of admin and Finance.
	4.	Assume the overall responsibility of the financial management at college level
	5.	Prepare Quarterly Financial Report on accomplished activities.

Section of Registration and Examination	1	Assumes all lists of students and keep academic records/documents
	2	Prepares effective teaching schedules and shares with the academic directorate
	3	Collects, assesses, moderates and approves exam papers
	4	Takes meeting minutes
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6.4 Log-frame

6.5 Images