

Somaliland



TVET Policy

Consultation Draft – March 2021

23 March 2021

Preface to this Consultation Draft

This Consultation Draft of an updated Technical and Vocational Education and Training (TVET) Policy for Somaliland has been prepared on behalf of Government of Somaliland. It updates and replaces the TVET Policy Revised Edition 2018.

It has been prepared after consultations, research and visits by a current project “Rehabilitation of Technical and Vocational Education and Training”, implemented by the German International Cooperation (GIZ) with the support of the European Union (EU) and the Federal Republic of Germany.

The Consultation Draft is now being circulated for a final round of consultations with all interested parties, before final approval by the Government. It is intended to organise a series of videoconference calls to discuss this Draft.

Foreword by Minister of Education and Science

(to be approved)



H.E. Minister of Education and Science

As the lead Minister for TVET in the Government of Somaliland, I am delighted to welcome and endorse this updated TVET Policy for Somaliland. This update is necessary to re-energise the TVET sub-sector after the difficulties of recent years.

The Policy is not entirely new, on the contrary it builds on previous work. It maintains the focus on qualifications and quality to ensure recognition of skills and mobility of labour. It continues to integrate best practices and global trends in TVET.

Achievement of this Policy requires the wholehearted support of other Government ministries, the private sector, our development donors and partners, and all other TVET stakeholders. By working together we can build the skills, employment, social, economic and environmental improvements that Somaliland needs for the post-Covid world.

We cannot do this alone. We continue to rely on our international and local donors as we progressively build our skills and economy. I thank everyone for your continuing support.

Ahmed Mohamed Diriye

Minister of Education & Science

Republic of Somaliland

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Summary of Policy Objectives

1. Scope and Governance
2. Access, Equity, and Inclusion
3. TVET Facilities
4. Qualifications and Curricula
5. Training and Learning
6. Employer and Community Engagement
7. Quality Assurance
8. Financing and Sustainability
9. Monitoring and Evaluation

Acronyms and Abbreviations

AfDB	African Development Bank
BMZ	Federal Ministry for Economic Cooperation and Development (Germany)
EBTVET	Enterprise-based TVET
ELMA	Employment & Labour Market Analysis
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, German Government owned enterprise for international cooperation
IBTVET	Institution-based TVET
IDPs	Internally displaced persons
IGAD	Intergovernmental Authority on Development, a regional group involving East African countries
MoE&S	Ministry of Education and Science
MIS	Management Information System
MESAF	Ministry of Employment, Social Affairs and Family
MoP&ND	Ministry of Planning and National Development
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
PPP	Public Private Partnership
PWD (PwD)	Persons with disabilities
TSSP	TVET Sector Strategic Plan
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Education and Scientific Organisation

Glossary

This glossary covers terms used in this TVET Policy and proposes the terms to be used for the TVET system in Somaliland.¹

Access	Conditions, circumstances or requirements (e.g. qualification, education level, skills or work experience) governing admittance to and participation in education and training institutions or programmes.
Accreditation	An attestation of a third party that the institution and/or programme at an institution fulfils the quality criteria required by a competent body.
Achievement	Attainment of a specified standard of performance.
Assessment	The process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria
Assessment criteria	Specify the conditions for conducting assessment to guide the evaluation and certification of competence.
Assessment, moderation of	Process where assessment methods, tools, procedures and decisions are compared and evaluated against their relevant competency standards to ensure quality and consistency.
Assessment standards	Criteria used to make an objective judgement about whether the learner has demonstrated achievement of the expected outcome.
Benchmark	Standard against which processes and results are measured, compared and assessed.
Best Practice	Methods, approaches and tools that have been demonstrated to be effective, useful, and replicable.
Capacity	Ability of individuals and organizations to perform effectively, efficiently, suitably, acceptably and in a feasible and sustainable manner.
Career guidance	Services and activities intended to assist individuals of any age and at any point throughout their lives to make educational, training, and occupational choices and to manage their careers.
Certification	Formal assurance that an individual has successfully achieved a defined set of learning outcomes.
Competence/y	A combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)
Competency-Based Assessment (CBA)	Gathering and judging of evidence in order to decide whether a person has achieved the stated criteria for a level of competence.
Competency-Based Education and Training (CBET)	An approach to vocational education and training in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within a kind of national qualifications framework
Competency statement	Specify industry expectations of the behaviour, knowledge and skills of the person in the occupation or occupational area.
Course	A package of learning that stands alone and does not lead to a full qualification but may lead to a statement of attainment upon successful completion.
Credit point	Unit of measurement of the volume of learning required by the average learner to achieve expected learning outcomes (representing notional hours of learning).
Cross-cutting themes	Important curriculum content which is to be covered across subjects (or disciplines or learning areas), rather than being taught and learned in one

¹ <https://unevoc.unesco.org/home/TVETipedia+Glossary>

	particular subject. These themes can connect programme content across disciplinary boundaries; enrich the curriculum without overloading it through the introduction of additional teaching subjects; and facilitate interdisciplinary thinking and collaborative learning.
Curriculum	The inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.
Curriculum, Modular	Design of an educational programme in blocks of learning (modules) each of which has measurable outcomes and can be independently assessed, all of which contribute to the achievement of a qualification.
Curriculum, Competency-based	A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. In principle such a curriculum is learner-centred and adaptive to the changing needs of students, teachers and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes to situations they encounter in everyday life. Competency-based curricula are usually designed around a set of key competences/competencies that can be cross-curricular and/or subject-bound
Curriculum development	The process of designing a national, local or school curriculum. In order to produce a quality curriculum, this process should be planned and systematic. It should value the input of stakeholders and also cater for sustainability and long-term impact. In contemporary educational practice curriculum development is seen as a comprehensive cycle of development, implementation, evaluation and revision to ensure that the curriculum is up-to-date and relevant.
Didactics	Didactics serves as a major theory in teacher education and curriculum development; what should be taught and learned (the content aspect); how do we teach and learn (the aspects of transmitting and learning); and to what purpose or intention should something be taught and learned (the goal/aims aspect).
Dropout (Ratio)	The number of learners who withdraw from a TVET programme.
Equity	Freedom from bias or favouritism in accessing TVET. This may refer to access to TVET training in general, or to learners' desired choice of courses and is essential for an inclusive education and training.
Feedback	Information gathered from stakeholders that provides guidance for the improvement of educational and training services (including practices, processes and tools).
Graduate	Person who has successfully completed a course of study or training and achieved a qualification. The term is increasingly used in TVET for anyone who has completed a course or programme.
Inclusion	The removal of barriers to access TVET. It refers to the active creation of pathways to enable participation in TVET for all learners, including groups that are excluded or at the risk of being marginalized. Inclusion has a particular focus on the poor and the most disadvantaged, including women, working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, hunger and poor health, such as internally displaced people (IDPs), returning migrants and refugees and people with disabilities (PwDs).

Knowledge	Body of facts, principles, theories and practices developed through study and/or experience related to a particular occupation and/or field of study
Labour market	The availability of employment and labour, in terms of supply and demand.
Labour market demand	Demand of private and public organisations for employees to fill vacancies. It encompasses self-employment. It represents the capacity of the labour market to engage workers at a given point in time.
Learner	Individual engaged in some form of formal, informal or non-formal learning, education or training
Learning	Process of acquiring skills, knowledge, attitudes, values, understanding and/or competence through work, life experience or formal education and training.
Learning, Blended	Teaching and learning approach that combines different modes, methods, technologies, and resources to improve student learning, e.g. the combination of face-to-face and digital learning.
Learning, Formal	Learning that takes place through a structured programme of instruction which is generally recognised by the attainment of a formal qualification.
Learning, Informal	Learning that takes place through activities related to work and life experience.
Learning, Lifelong	Process of acquiring skills and knowledge throughout life via formal, informal and non-formal education, work and life experience.
Learning, Non-Formal	Learning that takes place through a program of instruction but does not usually lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted in the workplace).
Learning outcome	The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education programme.
Learning, Pathway	A sequence of steps that a learner can take to enter into and progress through a programme of learning, leading to employment or further learning. The level descriptors of Qualifications Frameworks give orientation to the designers of learning pathways about the knowledge, skills and competence a learner has to acquire to progress to a higher level.
Learning, Programme	Document specifying a cohesive and integrated learning process, which outlines the learning outcomes, objectives, contents, sequence and structure of the learning. It is a roadmap for the learning pathway.
Learning, Project-based	Mode of learning in which skills and knowledge are applied by working for a period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.
Learning, Recognition of Prior Learning (RPL)	Certification of an individual's skill and knowledge acquired through previous training, work or life experience, which may be credited towards a qualification.
Learning, Workplace-based	Mode of learning providing typical or real-life experience through practical application and integration of skills knowledge in the workplace.
Literacy	The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling an individual to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society.
Migrant	A generic term for anyone moving to another country with the intention of staying for a period of time – not tourists or business visitors. It includes both permanent and temporary migrants with a valid residence permit or visa, asylum seekers, and undocumented migrants who do not belong to any of the three groups.
Monitoring	The continuous and systematic collection of data against specified indicators in order to provide ongoing development intervention based on evidence of progress and need for corrective action.

Module	Self-contained block of learning which can be completed on its own or as part of a qualification.
Occupation	An occupation is a type of job with the same job duties for which similar specialised training is needed, it refers to a field or type of work. Occupation can also mean any activity in which someone is engaged, not necessarily for business purposes.
Occupation, duty	Something a person has to do because it is part of his job, or something that a person feels it is the right thing to do. In occupational analysis the term refers to a function or stand-alone part of a job performed by a person in an occupation. (In a big company you might hire a person just for one duty).
Occupation, employment	Employment means that someone is being regularly paid by a person or organisation for ongoing work. While being in an employment is expected to last long, having a job is thought of being temporarily.
Occupation, employability	Combination of factors, which enable an individual to obtain and maintain work in the job market and which represent the standard of the required qualification as regards knowledge, skills, autonomy and responsibility at a specified level.
Occupation, job	A job is a specific position or work for which you get paid. A job is likely to be short-term, opposite to employment which is understood to last for a longer period of time.
Occupation, job requirement	Knowledge, attitudes and skills required to perform the specific tasks attached to a particular work position. Job requirements are usually defined in a job posting to make candidates aware of the minimum requirements that they need to meet to qualify for a position.
Occupation, profession	Like an occupation it is a type of work for which high level of education is required
Occupation, Professional Development	Process of improving occupational skill, knowledge and capability through access to education and training opportunities in the workplace.
Occupation, task	Independent fixed duration units of work with a clear beginning and end, leading an observable and measurable outcome, which may be a product, service or decision.
Occupational Framework	Following the principles of a qualifications framework, the occupational framework defines specific learning outcomes at various levels of a particular occupation or several related occupations. These levels should be compatible with respective sectoral and/or national/regional qualifications frameworks.
Occupational Standard	Specifies the competence and standard of performance that people are expected to achieve in their work
Occupational Programme	An inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time.
Performance	Accomplishment of a task or function measured against specific criteria
Performance Criteria	Specify industry expectations of what should be demonstrated, in terms of quality, quantity, level or standard
Proficiency	Having the necessary knowledge, ability, or skills in a profession or field.
Qualifications Framework, National	Is an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes i.e. clear statements of what the learner must know or be able to do whether learned in a classroom, on-the-job, or less formally.

Quality assurance	Processes and procedures for ensuring that qualifications, assessment and programme delivery meet recognized standards.
Skill	The ability to apply knowledge and use know-how to complete tasks and solve problems. A skill is described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity (synonym: talent) and involves the use of methods, materials, tools and instruments.
Skilled workforce	Refers to a portion of the labour/workforce with a special skill, training, knowledge and ability acquired through post-secondary training (college, university or technical institution).
Unskilled workforce	Refers to a portion of the labour/workforce that has no post-secondary training (college, university or technical institution).
Entry Level Skill	A skill required to commence employment in an organization or more generally to gain entry into the workforce.
Skills mismatch	Refers to various types of imbalances between skills offered and skills needed in the world of work.
Skill gap	Situation where an individual does not have the type or level of skills required to perform his or her job adequately.
Soft skills	A set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs, such as teamwork, body language, presentation skills, flexibility, humour.
Employability skills	The skills which enable people to gain, keep and progress in employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.
Technical Skills	These are skills and knowledge needed to perform specific tasks. They are practical, and often relate to mechanical and professional skills such as driving, teaching, engineering, medical and legal etc.
Life skills	These are skills necessary or desirable for full participation in everyday life. They include communication and interpersonal skills, creative and critical thinking skills, decision-making and problem-solving skills etc.
Social-emotional skills	These are skills through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Core values, skills	Individuals' values and skills that define an employee such as integrity, honesty, reliable, efficiency, accountability and responsiveness.
Entrepreneurship skills	These are skills needed to start and build a successful business through innovative and creative thinking. They also include interpersonal and practical skills, financial skills etc.
Financial planning and management skills	These are the skills needed for planning, organizing, directing and controlling utilization of financial resources of an enterprise.
Basic computing skills	The knowledge and ability to utilize computers and related technology efficiently, with a range of skills covering levels from elementary use to computer programming and advanced problem solving.
Numeracy/ mathematical skills	Basic mathematical skills that include a range of abilities to understand and analyse numerical information. They also include the ability to express ideas and situations using numerical or mathematical information.
Literacy skills	These are reading, comprehension and writing skills. They include awareness of the sounds of language, awareness of print, and the relationship between letters and sounds.
Sector, economic	A group of companies with the same main economic activity (e.g. chemicals). Or a category of transversal professional activities (e.g. marketing) common to a variety of companies.

Sector, formal	Part of the economy that encompasses all jobs with normal hours and regular wages, and are recognized as income sources on which income taxes must be paid.
Sector, informal	Part of the economy that involves all remunerative work (i.e. both self-employment and wage employment) that is not registered, regulated or protected by existing legal or regulatory frameworks, as well as non-remunerative work undertaken in an income-producing enterprise. Informal workers do not have secure employment contracts, workers' benefits, social protection or workers' representation.
Stakeholder	Entities or individuals that have a direct or indirect interest in or benefit from an intervention.
Syllabus	A document which outlines the aims, selection and sequence of contents to be covered, mode of delivery, materials to be used, learning tasks and activities, expected learning objectives or outcomes, and assessment/evaluation schemes of a specific course, unit of study or teaching subject. It is often used incorrectly as an equivalent of the term 'curriculum'.
Technical and vocational education and training (TVET)	A range of learning experiences that are relevant for employability, portability of competencies and qualifications and recognition of skills, decent work opportunities and lifelong learning in and related to the world of work. The concept embraces the importance of innovation, competitiveness, productivity and the growth of the economy, considering that innovation creates new employment opportunities and also requires new approaches to education and training to meet the demand for new skills. The learning experiences may occur in a variety of learning contexts, including private and public training institutions, workplaces and informal learning places.
Tracer Study	The process of tracking the socio-economic impact of a programme of education and training on the graduates

1. TVET National Context

1.1 Strategic importance of TVET for economic and social development

Technical and vocational education and training (TVET) is central to the achievement of the United Nations 2030 Agenda for Sustainable Development, with its 17 Goals including no poverty, zero hunger, quality education, health, water, and energy. TVET developments in the next decade are expected to play a significant role in improving economic, social and environmental outcomes, locally and globally. TVET supports people to develop the skills they need for employment, for decent work, and for entrepreneurship. It promotes equitable, inclusive and sustainable growth of industry and business. It increases youth employability, enhances social well-being, and promotes stability and peace by empowering people to work and create jobs for others. It supports transitions to green economies and sustainable development².

Economic development is also dependent on whether a country/society is able to successfully manage emerging changes such as climate change, disruptive technologies, management of information, public health crises, global connectivity, and demographic shifts. To deal with these issues we need young people to engage, to develop useful specialist and transferable skills, and to learn safe and sustainable practices for the modern workplaces of the next decade. A well-functioning, high quality TVET system has potential to influence work practices in the short and long term by emphasising occupational and professional standards, through developing skills and knowledge for sustainable work practices, and by introducing new technologies.

Lack of skills in the workforce is a major constraint on economic activity in many parts of the world³. It can lead also to severe social problems including poor nutrition, poor health, migration, drugs, crime, and terrorism.

It is not only youth and unemployed people who need TVET to become productive members of society. The world of work is evolving rapidly, and all adults need to keep on upgrading their skills throughout life, to keep up with the changing profile of the job market, and to remain in relevant employment.

1.2 Background of TVET in Somaliland

Prior to the civil war there were several public technical secondary schools and training institutes delivering formal training programmes, operated by different ministries according to the field of training (including Ministries of Education, Agriculture, Livestock and Forestry, Health, Sport, Employment and Industry). During the civil war, most of the qualified technical trainers and instructors fled Somaliland. Facilities were damaged or fell into disrepair. Several governments owned TVET schools/centres are currently in operation, with at least one supported by the diaspora. The number of privately owned and managed centres is not known, and the quality and capacity of these is generally thought to be limited.

Regarding the content and delivery of TVET training the general comment is that the usually very short courses do not provide quality training.

² UNESCO 2030 Agenda for Sustainable Development

³ World Bank 2018

The TVET sector is fragmented. Many institutions provide TVET, often on an on-and-off basis. There are no standard TVET curricula, but TVET qualifications in several profiles at levels 1, 2, and 3 are government certified. However, training provided is generally short-term, project-driven with often no recognised certification for the trainees, and unsustainable.

A report from the AfDB, written in 2018⁴, identified the following key challenges of the TVET sector:

- High cost of TVET and lack of resources to sustain quality TVET training facilities
- Poor quality of TVET content and delivery, particularly by the many private and NGO providers; limited, project-based and short-term training.
- Failure of graduates from current TVET centres to meet the needs of the labour market, which are highly skilled professionals and skilled workers with good work ethics
- Limited 'tracer' systems to understand how graduates are performing
- There needs to be more engagement with the private sector to understand what skills are needed by employers and to explore how business can help to finance TVET; to share resources and provide opportunities for on-the-job training.
- Financing TVET is critical. Establishing and running a TVET centre is expensive, and current financing is unsustainable. A few projects are looking at cost-recovery models for greater sustainability. There is consensus among stakeholders that the TVET sector develop public-private partnership (PPP) and co-financing arrangements with employers to ensure the sustainability of TVET centres.
- TVET training is expensive and the financial burden needs to be shared, with contributions from different sources. Models of successful public-private partnerships (such as Africa Working Alliance) are directly responsive to the needs of the labour market.
- The perception prevails that the TVET sector is for drop-outs and marginalized communities. Most TVET programs target the most marginalized groups and at only 'Levels' 1 and 2. Instructors are unqualified, and although a vocational qualifications framework (VQF) is in place, it is not being implemented. The AfDB Report ⁵ observed that an improvement of the quality of TVET, strengthening of linkages with the labour market, offering TVET at higher levels, and career counselling services would improve public perception of the TVET sector, and would make clear the promise of better employment prospects and career progression.

Many international organisations have provided significant support to TVET in Somaliland, however often driven by their own agendas for lack of a defined government agenda.

A regulatory framework and 'master plan' for TVET for Somaliland has many parts, and significant work has already been done to model and pilot elements of a national system.

1.3 Recent and current situation of TVET in the regions

Appendix B includes an analysis of the outgoing Somaliland Education Sector Strategic Plan (ESSP) 2017 – 2021, and in particular its Section 8 on TVET. It includes a table comparing that section with the new TVET Policy 2021. It concludes that all points in the ESSP are

⁴ das Pradhan-Blach, R, et al, AfDB 2018

⁵ das Pradhan-Blach, R, et al, AfDB 2018 p.9

covered in the 2021 Policy. The Policy also has additional material on Governance, Facilities, and Quality Assurance.

The current situation in TVET in Somaliland is characterised by very few permanent TVET facilities and programmes, a lack of qualified training staff and curricula and the absence of public budget for TVET. Funding is largely provided by donors who operate TVET institutes on a project basis. Consequently, trainings are contingent on continued funding of the project; if the project loses funding, so does the TVET institute and it may have to close. This prevents long-term growth and capacity development. This is a profound concern of all TVET stakeholders.

A Technical and Vocational Qualifications Authority (TVQA) was established around 2014 with the remit of TVET centre accreditation, training supervision, and development of a Vocational Qualification Framework for Somaliland. This was only partly successful and in 2020 the functions of the TVQA were absorbed within the TVET Department of MOES under a Director of TVET. In addition to the problems of finance, conflict and more recently to coronavirus pandemic, the capacity of public servants on TVET has been a challenge throughout. The concept of a semi-independent authority is no longer being pursued.

There is also a TVET Forum, chaired by the TVET Director at MOES, co-chaired by Director of Employment at Ministry of Employment, Social Affairs (MESAF), and with initial technical support from GIZ.

As in previous years, the DG of MOES established a Task Force in late 2019 to prepare a new Joint Review of the Education Sector (JRES 2019). One of its four work groups covered TVET. The work was supported by an international and a local consultant and culminated in a two-day conference in November 2019 with 150 participants and a final report.⁶

The report naturally concentrated on general education, but it included some remarks on TVET:

- *“Support and expansion of TVET centres with a focus on the two government institutes at Hargeisa and Burao. Need to consolidate TVET figures so that all trainees are included.”*
- **Burao Technical Institute** acts as a public technical secondary school in the morning (2019: 71 boys, 25 girls) and a project-based vocational school in the afternoon (2019: 80 boys, 20 girls). The technical secondary school has four classes from Form 1-4 and teaches practical subjects in addition to the normal curriculum. The consultant witnessed some ongoing computer training where there were several girls in the class. The vocational school is arranged into 5 classes of 20 students each (tailoring, welding, masonry, electricity, plumbing), where all the girls are in the tailoring class. The vocational school charges no fees but has some income generating activities such as making and selling school benches and desks. The school could improve their progress towards gender parity by introducing more girl-friendly courses instead of just tailoring. The consultant observed some teacher training in a nearby hotel.
- **Hargeisa Technical Institute (HTI)** also acts as a technical secondary school. It has benefitted from various projects and is currently transformed into a centre of excellence for TVET.

⁶ Synthesis Report: Joint Review of the Education Sector, November 2019, by Timothy Brown and Mohamed Hillow Issack

- TVET centres in Hargeisa and Burao were found to both have been well supported. However, there is a great need to establish TVET centres in other towns.
- TVET statistics are included in the new EMIS.
- TVET requires expensive equipment and there is a scarcity/ turnover of experts. Innovative courses to attract girls are not always provided.

The JRES Conference concluded with agreement on the priorities for TVET for 2020 and beyond:

1. Increase government funding for TVET sector
2. Harmonization of TVET projects under the ESSP
3. Implementation of the ESSP
4. Improve networking system of TVET stakeholders
5. Improve collaboration with both institutions and the private sector

Currently, the following TVET related projects are underway in Somaliland:

- International NGO Save the Children is implementing a German Government funded transitional aid project with TVET components, training over one thousand youth in EB/IB TVET and piloting rural training activities.
- The GIZ implemented project Rehabilitation of TVET (2018-2024) financed by EU and Germany is updating this Policy, continuing work on the Qualifications Framework, rehabilitating and constructing TVET facilities and doing major TVET programmatic work as well as training of TVET instructors.
- A labour market assessment (Employment and Labour Market Analysis – ELMA) for Somaliland was completed in 2019 through the Rehabilitation of TVET Project.
- Save the Children, financed by GPE based in Washington DC is developing an Education Sector Analysis (ESA) and an Education Sector Plan (ESP) (2021).

2. OBJECTIVES OF TVET POLICY

The purpose of this Policy is to enable all parties involved in TVET to work together to redevelop and modernise TVET in Somaliland. Specifically, the policy aims to:

1. Align to universal principles and global trends for TVET
2. Align to regional trends in IGAD and African integration initiatives
3. Improve credibility of TVET programmes and qualifications in Somaliland
4. Improve employability of TVET graduates in Somaliland
5. Serve all target beneficiaries of TVET in Somaliland
6. Clarify responsibilities of parties involved in TVET

2.1 Alignment of Somaliland TVET to universal principles and global trends

To achieve universal social, economic and environmental aspirations TVET should be:

- Demand-driven by the current and projected needs of the labour market and by predicted social and economic development opportunities;
- Accessible to all social groups (including urban, rural and marginalised segments) and include a range of foundational, transferable and occupational skills to ensure that graduates are equipped with work-ready skills for modern workplaces and competitive industries;
- Including a focus on green skills.

TVET systems for the future may include combinations of these features:

- Emphasis on entry to the local labour market/employability skills for 21st century
- Preparation for both formal employment and (informal sector) entrepreneurship
- Training for occupational competencies defined by expert practitioners, employers and instructors of the occupation, together with training in foundational and transferrable skills to ensure graduates can access a range of job opportunities and progress their careers
- Incorporation of work-based learning / on-the-job training/ apprenticeships, including informal sector apprenticeships
- Learners work on real work-related projects, under working conditions, and learn to sell their goods and services to real clients or employers, possibly providing an income stream for training centres to re-invest in training materials and innovative projects
- Individualised, flexible and inclusive TVET pathways for learners entering the system from different backgrounds, with different needs
- Co-operation of a range of public and private TVET stakeholders to design, deliver and assess the programmes to meet industry standards
- Recognised credentials for graduates valued by employers - based on international standards and rigorous quality assurance
- Funded with contributions from various sources such as government, private sector, learner fees, donors and communities, local and in the diaspora.

2.2 Align to regional trends and African integration initiatives

The policy objectives and policy statements that follow are aligned with international best practice and in particular with our African neighbours Kenya, Ethiopia, Uganda and Tanzania.

The African Union (AU) Continental Strategy for Education (2016–25) acknowledges that TVET should cover all aspects of skills development and acquisition, be it formal, non-formal, or informal, and that most skills acquisition happens in the informal economy – an observation that holds true in East African countries as well.

Within and between East -African countries there is a regional system of regulated labour mobility. Skills development and skills recognition is considered to support and extend the impact of this labour mobility of citizens, migrants and refugees alike. Youth unemployment and underemployment are challenges that are impacting every national labour market in East Africa. It is seen as necessary to treat migrant skills development and skills recognition issues concurrently with the situation in each domestic labour market, and to not create parallel systems for migrant workers and nationals.

In the region, IGAD has developed a regional qualifications framework.

2.3 Improving credibility of TVET programmes and qualifications in Somaliland

Employers will value qualifications which are nationally recognised, developed by the relevant industries, based on clear standards, with internationally referenced standards for delivery of training, and rigorous assessment of work-related skills.

Credibility will be enhanced for employers if there is strong input from industry representatives, including professional bodies, unions, employers and expert practitioners. Industry representatives should be involved in all stages of development of occupational standards, development of curriculum, development of teaching and learning materials and delivery and assessment of training. For training in technical and vocational occupations, practical projects and work-based learning are essential; and industry is able to provide these real-life projects and real work experiences.

TVET programmes must be linked to recognised qualifications on the qualifications framework, so that employers can understand the level of the qualification, the workload of the training, and the competencies that can be expected from graduates.

Credibility of the qualification is also enhanced by quality assurance processes which support the implementation of a qualifications framework. The processes should follow well established international guidelines and uphold international standards. Quality assurance processes to implement the qualifications framework should include:

- i. Development and approval of programmes leading to qualifications
- ii. Registration of qualifications
- iii. Certification of teachers and assessors
- iv. Registration of providers and accreditation of programmes
- v. Assessment of learning with certification of successful trainees
- vi. Access to qualifications/qualification pathways.

2.4 Improving employability of TVET graduates in Somaliland

TVET programmes need to be fully geared to achieving the goal of getting graduates into relevant jobs or self-employment. The success of programmes should be judged on the percentage of graduates employed in the relevant field six months after the training is completed. Targets should be high and achievable, based on recent analysis of jobs available in the local labour market, and jobs likely to become available in the near future.

Graduates will be employable if they have the skills that employers need to run their businesses successfully, and a good attitude towards work and career progression. It is clear that good interview skills and evidence of practical experience in the industry make a big difference to getting a job; and may be more important than formal qualifications. All programmes should include job search and communication skills and practical work experience, preferably with a letter of reference from the work-based experience employer. For self-employment, business skills are indispensable.

“Soft” skills such as time-management, team-work, critical thinking and problem solving are valued by employers; verbal and written communications skills and ICT skills are also essential for success in today’s world. They need to be included in every TVET programme.

2.5 Serve all target beneficiaries of TVET in Somaliland

Direct beneficiaries of TVET are learners who may be:

- Male or female, irrespective of diversity aspects such as age, disability, socioeconomic, ethnic and religious affiliation
- Primary school graduates, secondary school students; early and completing school leavers
- Unqualified workers and those requiring upgrading of skills
- Unemployed persons
- Second chance learners, who want to re-train
- Internally displaced persons (IDPs)
- Life-long learners and workers in need of re-training, refresher training and professional development
- Adult learners who missed out on formal education in their childhood

Indirect beneficiaries are employers who are seeking qualified employees, families of all the above, and the economy and society at large.

2.6 Clarifying responsibilities of the parties

In addition to the territorial challenges discussed in Section 1.3 above, there are many ministries involved in TVET, but also private sector providers, employers, donors, implementing partners and others. It is not always clear where responsibilities lie.

It is important not to discourage any of these players – on the contrary, TVET needs all possible help from all parties. A final objective of this policy is to attempt to clarify where responsibilities lie.

A two-tier structure is proposed to promote, oversee and implement TVET. The Ministry of Education and Science is in the lead in close cooperation with the Ministry of Employment,

Social Affairs and Family, but it is necessary to go further by allocating responsibility for the various components of TVET. In general, it is proposed that:

MOES leads on the Qualifications Framework, development of standards and curricula development, TVET master trainer and instructor training, assessment and certification, registration and accreditation of all training providers, provision and operation of secondary-school level TVET facilities, and data collection (TVET component of EMIS). MOES is also responsible for public long-term training over one year.

MESAF through its Employment Department, has the responsibility of private sector relations, employment promotion activities and post TVET training. These responsibilities could be expanded to include labour market analysis, employer engagement, and support for job placement and entrepreneurship.

Individual TVET providers, public and private, are responsible for the leadership and safe operation of their facilities, and the provision of learning and training, in accordance with the requirements of this Policy.

3. TVET POLICY FOR SOMALILAND

Policy Objective 1 - Scope and Governance

Establish a clear Governance system for TVET in Somaliland.

§1.1 Scope. This TVET policy is intended to apply to the Somaliland administration structures and to all its administrations at levels below.

The scope of this TVET Policy includes both public (under all ministries and public organisations) and private (faith-based, NGO and for-profit) and all enterprise-based skills training, in formal and informal settings including all short skills courses, technical and vocational professional development and apprenticeship, at all levels, including TVET that takes place at secondary, pre-tertiary and tertiary education levels.

This first policy statement sets out the responsibilities of the many parties involved in the provision of TVET in Somaliland.

§1.2 Governance is based on co-operation between ministries and administrations at all levels, TVET providers both public and private, donors, social partners (being employers and their associations and trade unions) and all other stakeholders. To make TVET work, all parties are required and encouraged to work together by co-operation, building consensus and mutual confidence, for the common good of the people of Somaliland. Existing structures like TVET Working groups etc can be built on. Any difficulties should be resolved by respectful discussion and compromise.

§1.3 Under the current structure of Somaliland, three **tiers of TVET governance** can be recognised:

- The **government** of Somaliland has overall policy responsibilities as described below. It will lead on policy and strategy development, international relations, donor co-ordination, and provision of finance as funds become available. The government will operate the public TVET providers in their orbit and encourage, oversee, regulate and co-ordinate private providers. It will ensure employer input to local labour market information, curricula and support. It will maintain safe and secure training facilities and employ and pay staff in its own facilities. It will operate the registration and accreditation schemes and other regulations being developed. It will also monitor and evaluate progress on TVET rehabilitation in its area and prepare and publish an annual report. It will collect, compile and share data through the EMIS and other means.
- Local governments, such as those at district level also have responsibilities for TVET eg. for infrastructure.
- **TVET centres, schools and colleges** will deliver training programmes in accordance with the requirements of this Policy. They will establish a **governing body**, including a local employer or representative of employer associations or local Chamber, the Principal/Head, with staff, student, parent and local community representation. In the long term an increase in autonomy of government-owned TVET centres is foreseen.

§1.4 In due course, the Government will establish a **legal framework** for TVET, consisting of a TVET Law and appropriate Regulations to govern the development and operation of TVET.

§1.5 Political leadership is provided by the Minister of Education and Science, in close cooperation with the Minister of Employment, Social Affairs and Family. The Ministry of Education and Science is the custodian of the TVET policy, its aims and objectives, with its implementation through all levels of administration. Both ministers will co-ordinate legislation and regulation. They will also ensure consistency with other policies such as for education, internships and youth. The Ministry of Labour and Family Affairs is in charge of the Internship Policy.

This **dual leadership** recognises both the links with the labour market and links with the wider education sector. Other ministries providing skills training (eg Health, Fisheries, Agriculture, Energy) will also be involved.

§1.6 A TVET Forum, co-chaired by the TVET Director of MoE&S and Employment Director of MESAF, has been established and will meet regularly to develop this relationship.

§1.7 TVET Departments in these ministries will provide official support to their Ministers.

§1.8 Compliance. In the interests of mobility, quality and sustainability, all TVET projects and programmes, public or private, will respect the common agreed mechanisms and standards as they become available. Private, donor and community initiatives will contribute to the achievement of this Policy.

§1.9 Donors play an essential role in re-constructing TVET and their continuing support is vital. The Government of Somaliland will co-ordinate with donors. Donors are requested to ensure that projects they propose and support adhere to this Somaliland TVET Policy.

§1.10 Communications. The Government of Somaliland will develop and maintain a central TVET website on behalf of all parties. It will reflect the progress with implementation of this Policy and provide information on programmes, registered training institutions and TVET developments generally. It will include a discussion forum to encourage continuous dialogue and exchange of opinions and ideas.

§1.11 TVET Leadership. It is recognized that the implementation of this Policy will require a step-change in the capacity of the government ministries. There are several well-established international organizations that provide such leadership programs, including ILO and EU, typically via a series of workshops. A four level programme is recommended, along the lines of:

- Strategic TVET leadership, for Ministers, Deputy Ministers and TVET Director
- Institution leadership, for Heads of TVET schools, training centres and colleges
- Instructor training and development, as discussed later in Policy 5.1
- Specialists in systems, processes, programmes and quality assurance

Policy Objective 2 - Access, Equity and Inclusion

Promote access, participation and equity in the TVET sector.

§2.1 Equitable access to TVET will be the aim of all parties involved. TVET provision will be **inclusive**. This means that barriers to access and success in TVET will be actively identified and gradually removed.

§2.2 The Government of Somaliland, in collaboration with its development partners and the private sector, will create an enabling environment, opportunities and mechanisms to provide opportunities to those seeking to pursue quality technical training at all levels. They will facilitate the geographical and numerical expansion of access to and increase enrolment in TVET across the country, in rural as well as urban areas, with training relevant to the learners' lives. They will provide equitable resources, opportunities and participation for learners regardless of age, gender, background, culture and disability. Lifelong Learning (LLL) should be available to all.

§2.3 Gender equity is a particular requirement from the outset. All TVET institutions will include female-friendly programmes and ensure that reasonable accommodation or transport is provided for the requirements of girls and women and individuals with disabilities; that they receive the support required to facilitate their effective education and training; and assistance in their transition to income generating activities, employment or further education. All training should be available in Somali language (as well as English) and attempts made to attract rural as well as urban students.

Policy Objective 3 – TVET Facilities

All TVET facilities will be attractive, safe, secure, well-equipped and well-maintained.

§3.1 Ownership, governance, and management arrangements must be clear and documented.

§3.2 Facilities (both public and private) will be safe and secure, clean and healthy, with clean water and sanitation. Physical security for students, staff and visitors is paramount, requiring particular attention to perimeter boundaries, entrances and exits. TVET centres should provide a safe environment for women/girls and men/boys to learn, practice and create using available materials and tools.

§3.3 Every TVET institution will have a formal **Health & Safety** policy, with defined responsibilities. Exposure to risk must be minimised, and training on safe practices and use of safety equipment will be provided. Fire escapes and appropriate fire protection equipment will be provided for all buildings and regular fire drills will be held. Each programme will start with teaching Health and Safety.

§3.4 Classrooms and workshops will be appropriate and equipped to teach new curricula. In due course, libraries and resource centres with computers, catering, social, leisure and sports facilities should be provided too. Extracurricular and study facilities will be encouraged including business incubator support.

§3.5 Environmental considerations are also important. Open spaces with trees and shrubs should be provided where possible. Wild-life and waterways should be protected. Energy consumption will be minimised. Waste materials will be recycled where possible or safely disposed of.

§3.6 Maintenance including **cleaning** will be regularly undertaken. Damaged equipment should be repaired or safely disposed of.

§3.7 Supplies of consumable materials will be maintained as required.

§3.8 Computer hardware will be available and kept in good order; **software** (including anti-virus software) will be properly licensed and maintained up to date.

§3.9 The Government of Somaliland will maintain and publish a **register of all TVET providers** in Somaliland. Registration will cover governance, management, staff and facilities.

§3.10 In due course, a system of **accreditation of training programmes** will be established. This accreditation information will also be made publicly available. This will help build public, student and employer confidence in TVET.

§3.11 Registration and accreditation regulations will be regulated and maintained under this Policy, building on existing registration practice. Continuous improvement of quality will be the outcome of processes of setting standards relevant to the context of Somaliland, leading to registration and accreditation.

Policy Objective 4 – Qualifications and Curricula

TVET qualifications, curricula and programmes will be developed and delivered in accordance with the Somaliland Qualifications Framework.

§4.0 The existing Vocational Qualification Framework from 2011 (VQF 2011) is now somewhat outdated and applies only to vocational qualifications. It is under review expected to be absorbed within the new **National Qualifications Framework of Somaliland (NQFS)** currently under development. This will provide a broader framework, creating a connected system of learning, linking to general and higher education, and more aligned to international norms.

§4.1 Qualifications will be situated within the emerging **NQFS**. All courses will lead to a qualification (or part thereof) at a specified level and state progression to further and higher levels. Qualifications, even micro-credentials for small chunks of learning, must be recognised, respected and valued in the labour market and should lead to pathway(s) of further training and/or entry to the labour market. The NQFS will cover all sectors and levels of education and will specifically allow for progression to and from general, TVET and higher education.

§4.2 Curricula and programmes will be based on a proven need in the labour market. They will state outcomes based on **occupational standards** developed with the private sector, both formal and informal and referenced to international standards. They will reflect the competencies that need to be learnt and assessed. These standards will reflect informal employment in micro and small enterprises as well as formal employment in larger companies.

Curricula will be developed in accordance with a **standard template** and aligned to the NQFS. Curricula development may be fast-tracked by comparing and adapting curricula developed elsewhere, particularly in other East African countries. Curricula will be in Somaliland language and in English. Employer input to curricula is essential and curricula will include visits to workplaces where appropriate.

§4.3 Programmes will include **cross-cutting** or **generic learning outcomes** such as language and communications, customer service, IT skills, and reconciliation and peace building. Adult literacy, numeracy and work skills will be available too, based on set standards. Career guidance and counselling, business skills and entrepreneurship and business incubation should be integrated as well.

§4.4 The Government of Somaliland will establish a **TVET Curriculum Development unit** under the Ministry of Education and Science. This unit will provide services for both formal and non-formal TVET programmes and initiate TVET curriculum development activities.

§4.5 Curriculum Working Groups will be established to facilitate the development of new curricula and review existing ones. They will be made up of representatives from business and industry, trade unions, training staff from relevant institutions and other experts.

§4.6 The TVET Curriculum Development Unit will provide the curriculum template and will co-ordinate the work of the Curriculum Working Groups. It will also liaise with similar structures regionally and internationally.

Policy Objective 5 – Training and Learning

Training and learning will use modern action-oriented techniques focussing on the acquisition of competencies, with assessment for both trainers and trainees.

§5.1 Appropriate **training of trainers** will be planned and provided by the Government of Somaliland based on defined needs and in line with accreditation standards. This is recognised as a priority need to update TVET and will cover both initial training and continuing professional development, and will include qualified workers from industry becoming TVET trainers. It will also include leadership training for TVET leaders in the Government and in the TVET centres.

§5.2 Trainers/instructors will be **certified** according to standards for which regulations will be developed under this Policy. They will be assessed and certified/licensed in both their occupational field and in modern pedagogical competency-based methods and techniques.

§5.3 Modes of training delivery can vary, as long as learning outcomes are assessed and verified.

§5.4 Attachments, internships and apprenticeship as options for **dual or cooperative learning** will be considered in all programmes and should increase with time.

§5.5 Modern **digital training and learning** should be considered where appropriate. Standard digital lectures by “star instructors” could be provided either online or by distribution of digital media. Digital laboratories and video demonstrations can reduce the need and cost for physical equipment and consumable materials.

A multitude of teaching, learning and research materials in digital and other formats is available from UNESCO Open Educational Resources, European Schoolnet⁷ and other sources.

Subject to appropriate online security, TVET trainees and trainers should be provided with email addresses. Learning tasks can be assigned, submitted and marked electronically. Trainees and trainers will be trained in these methods.

⁷European Schoolnet is a network of 34 European Ministries of Education, based in Brussels. www.eun.org

This “Digital TVET” policy is particularly important in the current COVID-19 pandemic with school closures and travel restrictions.

§5.6 Students/trainees will expect to be **assessed** throughout their course and at the end by an assessment panel including employer and education interests. Assessment should provide evidence of competence, both practically and in theory. Competence in all learning outcomes, in accordance with set standards, will form the basis of their **certification**. Courses or programmes without such recognised certification will not gain the confidence of employers.

§5.7 Even short skills programmes will be designed to contain clear learning outcomes at a certain level of the NQFS. Trainees should **receive credits for all learning and be certified as such**. Regulations will be developed under the NQFS to cover such recognition of learning.

Policy Objective 6 - Employer and Community Engagement for Relevance and Impact

Employers and communities will engage with TVET at all levels.

§6.1 Twin needs. TVET qualifications and curricula, and the programmes based on them, will respond to both the current and future needs of the labour market and the needs and ambitions of local populations.

§6.2 Employers and their representatives have significant responsibilities, to be exercised through sector panels of small and large employers, or chambers where they exist, to be set up and encouraged by the relevant ministries. These responsibilities will be exercised at all levels, from individual schools to local and national platforms:

- Input to labour market information to define their current and expected skills needs
- Serving on standards and curriculum development panels
- Provision of guest lecturers/trainers, and giving talks to students
- Provision of training case studies, training materials, tools
- Accepting student and teacher visits to workplaces
- Provision of apprenticeships, mentorships, work placements, internships
- Sending their employees for training courses including short skills upgrading workshops
- Paying tuition fees for their employees; possibly contributing to scholarships
- Participating meaningfully in assessments
- Serving on TVET governing bodies, at national and institution levels
- Contribute to career guidance and placement services to support students in career planning and selection

§6.2 Trade Unions too can help with some of the above in an oversight role.

§6.3 In order to enhance the **employability** of their students, TVET institutions will provide **career guidance** and appropriate **“wrap-around”** training, eg life skills, work skills, communications, IT, job search, business incubators. This includes **self-employment and entrepreneurship** skills and programmes.

§6.4 TVET institutions will engage with their **local communities**, parents, local groups, charities, eg. by open days, joint events, supporting local activities. Community contributions to TVET in the form of finance, provision of land and volunteer efforts shall be encouraged.

§6.5 TVET institutions will keep in touch with their **former students**, both by formal tracer systems and studies and informal social events. Former students could be invited back to give talks to their successors.

§6.6 Institutions should **track and monitor** all these stakeholder engagement activities, assessing what works well, and as part of their marketing.

Policy Objective 7 – Quality Assurance

The Government and TVET providers and partners will collaborate to enhance and continually improve the quality of TVET through standard setting and quality assurance.

§7.1 It is important for the acceptance and value of TVET qualifications in the labour market and the self-esteem of students, staff and graduates that at the earliest opportunity all TVET facilities and programmes are progressively brought up to **standards** in accordance with this Policy. These standards must serve the needs of Somaliland, be benchmarked with regional best practice and be internationally accepted. The overall aim is to make TVET facilities and programmes attractive to people of all ages and responsive to labour market needs.

§7.2 The arrangements for **registration** of TVET providers, development of competence-based **curricula and programmes** within the **NQFS**, **accreditation** of programmes, **training and certification of trainers**, and **assessment and certification** of trainees are all essential components of quality assurance, as set out in other Policy objectives. The appropriate Regulations for these processes will be developed.

§7.3 An underlying theme throughout the quality agenda is **self-assessment** and **continuous improvement**. No matter how poor or how perfect matters are, there is always room to get better. There is no need to wait for an instruction, it is everyone's responsibility (trainers, training institutions, departments, ministries etc) to have a roadmap to meeting set standards, be alert for faults, and to implement improvements.

Policy Objective 8 - Financing and Sustainability

The Government of Somaliland, in collaboration with international cooperation partners, will mobilise funds for TVET from its own and external sources, manage such funds, and allocate funds in a planned and structured manner.

§8.1 Introduction. One of the main reasons for the poor status of TVET in Somaliland is the lack of funds for all aspects of TVET. Under-funding is a structural problem of the TVET sector. There are very few resources allocated to TVET and there is no specific budget classification for TVET.

Current funds are largely from external sources, such as international donors, diaspora communities and NGOs. This TVET Policy indicates where funding will be required. Financing along the lines of the Policy Objectives will gradually build a TVET system, moving away from

emergency interventions and one-off skills programmes which are not sustainable and lack quality. It is appreciated that TVET training is more expensive than academic education and the policy ideas in this section will take time to implement.

§8.2 Public Private Partnership (PPP). The Policy encourages participation of public and private sectors in financing TVET, thus reducing dependency on donor funding and increasing the credibility of government to provide essential services for its citizens through public TVET centres and through facilitating private TVET centres. The private sector is invited to contribute its expertise and resources in risk-sharing joint ventures with the public sector. A TVET levy may be established as a direct channel for private sector contributions.

§8.3 The Government of Somaliland welcomes all **national and international grants and donations** for the provision and development of TVET. This includes donations through the Islamic tradition. Such funds should be recorded and in due course disbursed in a coordinated manner through the Somaliland government.

§8.4 It is recommended that eventually a ring-fenced **TVET fund** is established for this purpose. A system should be worked out where public and private TVET centres can be beneficiaries of such a fund. Such fund should be accountable to key stakeholders, including the private sector.

§8.5 External funding for TVET may be project based, but such projects should be fully aligned with this Policy and with the TVET sector strategic plans. The TVET Sector Strategic Plan (TSSP) should come into action from 2021 onwards.

§8.6 The Government of Somaliland will co-ordinate discussions with the major donors for TVET (EU, Germany, US, UN, WB, etc). Any approaches or offers from donors should be referred to the MOES.

The development and implementation of this Policy should give donors the assurance that their generosity is being well-spent.

§8.7 In due course, as the economy grows and tax revenues improve, it is expected that **direct government funding** of TVET will increase, particularly for operating costs of public TVET centres such as salaries, utilities, materials and maintenance.

§8.8 As the economy develops and TVET graduates become more attractive, the Government can consider financing devices such as **training vouchers, student loans, subsidizing training, tax rebates and exemptions, and a training levy.**

§8.9 Specifically, the Government is requested to consider the imposition of a training levy on all imported goods entering Somaliland through ports, airports and other customs posts.

§8.10 Cost-sharing among the beneficiaries of TVET (trainees, employers/private sector, communities) is one of the strategies to finance TVET programmes. Employers should expect to pay course fees, at least in part, and provide scholarships for fees. Fee payment by trainees can be introduced. Fee payment can be modified, i.e. return of fees in case of successful completion of training or by providing trainees with scholarships from donors or from government. Revenues may become available from commercial activities such as catering, hire of classrooms or facilities, provision of services and sale of training products.

§8.11 The Government of Somaliland is committed to the development of a vibrant ever-improving TVET sub-sector, which can be sustained. Progressive implementation of the

measures in this Policy will help to reduce wastage and duplication, gradually building a more successful and self-sustaining TVET system.

Policy Objective 9 – Monitoring & Evaluation

In a spirit of continuous improvement, the parties will establish, operate and report a programme of monitoring and evaluation.

§9.1 EMIS. MOES will develop an automated Education Management Information System (EMIS) for TVET, by extension of its existing school level EMIS and with the inclusion of TVET indicators like labour market absorption. Equipment and training in its operation will be provided to personnel at the TVET providers and at government levels.

§9.2 TVET providers (public and private) will report statistics by programme on trainers/teachers, student admissions, attendance (including no-shows and drop-outs), and completion results. Tracer systems will be made available to TVET providers to enable reporting on (self-) employment results in the TVET EMIS.

§9.3 TVET providers will also report their **employer and community engagement** activities.

§9.4 MOES will aggregate the EMIS results by provider and overall. It will prepare a summary report which will be published on the Ministry website. This valuable information will be used to expand or contract programmes based on demand.

§9.5 As part of its labour market monitoring, **MESAF** in collaboration with the Department of Statistics and Research will gather statistics on labour and skills shortages by occupation and territory and analyse and report on this. This too will assist decision-making on skills planning and programme development. The ELMA studies (GIZ “Rehabilitation of TVET Programme”, 2019) provide a baseline and model for such labour market analyses for skills planning purposes.

§9.6 In due course, when well-functioning TVET facilities and data are available, a **communications programme** will be launched in order to promote TVET and attract trainees. Materials (including electronic) will be branded, visually attractive with graphics and photos, and reader friendly. Content will include news bulletins, programme information, case studies, and searchable reference data, with links to other sources.

§9.7 Finally, this Policy should be **formally reviewed** in five years’ time, namely in 2026.

Appendix A - Relationship of TVET Policy 2021 to ESSP 2017-2021

The overall ESSP

The ESSP is a well-written and comprehensive review of the whole education scene in Somaliland around 2016/17. It covers all stages of education from Early Childhood through to Higher, including Alternative Basic Education (ABE), Non-Formal Education (NFE), and TVET, together with introductory context sections and closing cross-cutting sections. There is a positioning Foreword by the Minister, also discussing the SDGs and some key themes.

The Executive Summary has three main sections:

- **Key Achievements and Shortfalls of the Out-going ESSP (2012-2016)**

The ESSP builds on the findings and recommendations of the earlier 2012 ESA, solidifying the recommendations into strategies and activities. National funding for education almost doubled, of which 72% was absorbed by teacher salaries leaving little for capital and other running costs. Free primary education had been introduced in 2011, resulting in growth in the number of schools and classrooms. Secondary enrolment had grown too by 54% over the four years and teachers by 62% but only 2% of this workforce were female.

About 48% of boys and 40% of girls have attended formal schools. 45% of urban women and 10% of rural women are literate.

Shortfalls in the implementation include

- A reduction in enrolment in primary schools
- A decline in the quality of teachers, with nearly 50% not qualified, and low morale
- Low results in mathematics
- Major challenges with over 50% of children excluded from schools

- **Key ESSP Projections**

1. Somaliland National Budget was projected to grow at 18% pa for the five years. Allocation to MOEHS had been stagnant at 7% to 8% but was proposed to increase by 1% pa for 5 years
2. Government spending on recurrent expenditure that is not salaries to be set at a minimum of 8% of total MOEHS budget
3. Government spending on capital costs be set at a minimum of 10% of the total MOEHS
4. Projected trends on basic education indicators, eg. primary school GER to increase to 53%

- **Key Policy Outcomes**

1. Equitable access to education and training services by all who wish to learn in Somaliland
2. Employment of the most efficient methods and practices in the delivery of education
3. Continuous strengthening and improvement of quality of education
4. Mapping and mitigation of risks and hazards to the proper functioning of education

The total document consists of 202 pages with substantial statistical and economic details. It was prepared by consultants for Unicef/GPE under the guidance of MOEHS.

Summary of ESSP Section 8 - TVET

8.1 Situation Analysis

The TVET section starts with a frank assessment of the difficulties:

- **Fragmentation and data availability.** TVET was then fundamentally fragmented. Documentation was missing. Despite repeated requests, no structured and comprehensive data sets were available.
- **Lack of policy implementation.** Five initiatives had been proposed in the outgoing ESSP but it seems that any implementation “had yet to be effected”.
- **Lack of management capacity.** The text discussed under-funding, absence of sector-wide monitoring, indicating fundamental management inefficiency and incapacity. It noted the creation of a TVET department. It called for the necessary linkages between education/training and the employment sector.
- **Broaden access and participation levels in the sector.** The need for a VQF had been recognised, but not the need for constant upgrading and LLL. A transition from just the social to the economic needs was required. Businesses, workers, parents and civil society should be involved.

8.2 Challenges

Only two were listed:

- **Limitations.** The plan for five new TVET centres was unfunded and unrealistic; some progress had been made on just Hargeisa and Burao. None of the mobile units for rural areas had been created. It noted that EBT was only 20% of the cost of IBT.
- **Financing of the sector.** It was expected that national funding would remain constrained. Various schemes were discussed including a training levy/grant system.

8.3 Policy Objectives and Activities

- **Linking learning contents with labour market trends.** Conduct labour market surveys; make learners competent for prospective jobs; modular and partial qualifications including social skills; standardized assessment procedures.
- **Create sector committees.** Eight such sector bodies were proposed:
 1. Agriculture and fisheries, livestock, apiculture
 2. Mechanical engineering: motor vehicle services, spray painting, gas and electric welding, metal construction
 3. Construction: masonry, plastering, tiling, wood construction, metal construction
 4. Food Processing Services
 5. Health services, including laboratories, pharmacies
 6. Social services: home economic, pedagogical services (kindergarten nurses)
 7. Commercial services: banking, accounting, marketing and selling, hotel, restaurant services
 8. ICT and electronics: computer maintenance, other electronic devices maintenance
- **Develop and review occupational standards.** A DACUM approach is recommended, linked to a four-level VQF.

- **Make qualifications relevant for employment and future careers-establishing testing centres.** Assessments are essential, by external assessors and verifiers, both theory and practical.
- **Train TVET centre managers and trainers.** There was no such training in existence. Both technical skills and teaching skills were required – with market remuneration.

8.4 Summary of Action Plans

1. Strengthen governance of the sector
2. Prospective labour market analysis done and job profiles developed
3. Competency based curricula in modular structure and qualification levels developed and nationally registered for all providers
4. Trade tests and related standards developed applied, with active participation of respective sector/ industry
5. Minimum standards for teacher training (and professional qualification) developed and applied sector-wide
6. Raise the level of female participation in TVET
7. Explore feasibility of financing as proposed in the Draft Strategy, in particular training levy/grant schemes

The TVET Section 8 closes with six pages of detailed costing at a total cost of US\$ 5.5m pa.

Relationship between TVET ESSP 2017-2021 and this new TVET Policy 2021

The table on the next page compares the ESSP (using the summary above) with the new TVET Policy 2021. It concludes that all points in the ESSP are covered in the 2021 Policy. The Policy also has additional material on Governance, Facilities, and Quality Assurance.

The list of sector committees in ESSP section 8.3 is useful and should be considered for implementation if it is still current.

Relationship between ESSP 2017 and Draft TVET Policy

ESSP TVET 2017-2021		TVET Policy 2021
8.1 Situation Analysis	Fragmentation and data availability.	1.2 Background 1.3 Recent and current situation
	Lack of policy implementation.	PO9. Monitoring & Evaluation
	Lack of management capacity.	PO1. Scope & Governance §1.11 TVET leadership
	Broaden access and participation levels in the sector.	2.5 Serve all target beneficiaries PO2. Access, Equity and Inclusion
8.2 Challenges	Limitations	1.3 Recent and current situation PO8. Financing and Sustainability
	Financing the sector	PO8. Financing and Sustainability
8.3. Policy Objectives and Activities	Linking learning contents with labour market trends.	2.1, 2.3 and 2.4 PO4. Qualifications & Curricula
	Create sector committees.	PO6. Employer & Community engagement §4.5 Curricula working groups §6.2 Sector panels
	Develop and review occupational standards	PO4. Qualifications & Curricula
	Make qualifications relevant for employment and future careers-establishing testing centres.	PO4. Qualifications & Curricula PO5. Training and Learning PO6. Quality Assurance
	Train TVET centre managers and trainers.	§5.1 Training of trainers §5.2 Trainers will be certified §1.11 TVET leadership
8.4 Summary of Action Plans	1. Strengthen governance of the sector	PO1. Scope and Governance
	2. Prospective labour market analysis done and job profiles developed	PO4. Qualifications & Curricula §4.2 Programs based on proven labour market needs
	3. Competency based curricula in modular structure and qualification levels developed and registered for all providers	PO4. Qualifications & Curricula
	4. Trade tests and related standards developed applied, with active participation of respective sector/industry	PO5. Training and Learning §5.6 Assessment
	5. Minimum standards for teacher training (and professional qualification) developed and applied	PO5. Training and Learning §5.1 Training of trainers §5.2 Training will be certified
	6. Raise the level of female participation in TVET	PO2. Access, Equity, Inclusion §2.3 Gender equity
	7. Explore feasibility of financing as proposed in the Draft Strategy, in particular training levy/grant schemes	PO8. Financing and Sustainability §8.9 Training levy

Appendix B- References

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