



The Republic of Somaliland
Ministry of Education and Science

**National Strategy and Plan
of Action for Female
Participation in Education**

Revised Draft September 2019

Foreword

The Government of Somaliland recognizes that sustainable economic and social development of the country requires full and equal participation of women, men, girls and boys in all Sectors. This document is to guide and direct at all levels the planning and implementation of the development of education programs focusing on gender perspective including resource allocation for equitable national development objective in Education. The Somaliland Female Participation in Education (2018-2021) is a detailed planning strategic document that provides a comprehensive outlook and roadmap over the next five years. The Somaliland Female Participation strategy was heavily guided by the Somaliland National Gender Policy

Since its independence, Somaliland has witnessed increasing inequality gap between men and women, boys & girls regarding equal access to education. Thus, has ultimately affected the growth and contribution of the national development agenda. Education plays a key role in advancing social and economic development in all societies. Somaliland is emerging from a prolonged civil war that has disrupted the social fabric of the society which had a devastating impact on the education sector. And despite the positive progress achieved on school enrollment, the completion rate of the basic education remains low in girls and particularly underrepresented in Somaliland schools. However, while enormous challenges of equal participation and full access to the education still existed in Somaliland schools, the Ministry of Education and Science, Donors and International Partners have committed working together to make sure that sufficient progress is achieved in the near future.

This strategy goes beyond a mere statement of objectives and activities. It intends to strengthen the Somaliland Ministry of Education and Science capacity and integrating gender-responsive perspectives into sector programmes. The Ministry of Education and Science and International Partners expects that the 'strategy' contributes incense of female participation in education sectors, strengthening planning and coordination mechanism of all education interventions. Similarly, MOE&S expects this strategy to expand opportunities for girls & women to participate in education, improve the learning environment for girls in schools, enhance participation of women in the management of education system, promote women's access to productive economic opportunities, promote nationwide awareness and advocacy on participation of women & girls in education. The strategy further contributes into the key findings and recommendations of the Somaliland Education Sector Strategic Plan (ESSP 2017-2021) and seeks to set the recommendations into key actions broken down into measurable activities and results on key indicators for the sector.

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List of Abbreviations

CECs	Community Education Committees
CT-GRPs	Core Team of Gender Resource Persons
EFA	Education for All
HTP	Harmful Traditional Practices
GCE	Global Campaign on Education
GER	Gross Enrolment Ratio
MDGs	Millennium Development Goals
MOE&S	Ministry of Education and Science
REO	Regional Education Officers
SCOTT	Strengthening Capacity of Teacher Training
SNEP	Somaliland National Education Policy
SWAP	Sector Wide Approaches
JRES	Joint Review of Education Sector
GFS	Girl Friendly Spaces
ESSP	Education Sector Strategic Plan
EMIS	Education Management Information Systems

Executive Summary

Education plays a key role in advancing social and economic development in all societies. Somaliland is emerging from a prolonged civil war that has disrupted the social fabric of the society and has also had a devastating impact on the education sector. Despite positive progress, the enrollment and completion rate to basic education remains low and girls are particularly underrepresented in schools.

Throughout the reconstruction of Somaliland, efforts have been made to strengthen the capacity of the education system in order to provide equal access to anyone who wishes to learn. This progress has been possible because of the generous financial contribution from local and international development partners. Through targeted efforts, there is an increase in the number of girls that have joined schools or enrolled in various skills training.

There is increasing recognition by all societies of the role played by women in promoting social and economic development. In Somaliland, women still carry the heavier burden of meeting household needs and yet they also lack ownership and control over the decision-making mechanisms that affect their participation in economic, social and political activities. Cultural factors and lack of productive skills constrain women from being engaged in paid employment in the education sector thereby increasing their poverty level.

In an effort to actively engage all citizens in the process of rebuilding the nation, the Ministry of Education and Science of the Republic of Somaliland has adopted a three-year national strategy and a one-year plan of action to enforce an equal setting for female participation in education as a crucial step to ensure effective contribution of women to Somaliland in the national development process. The strategy was developed through a consultative process involving stakeholders in 2007 and a review to finalize in 2011 and 2019. This was aimed at ensuring that all interventions targeting the promotion of female participation in education are delivering towards the key priority areas of the strategy.

The ministry calls upon all stakeholders to support this initiative intended to strengthen joint planning and coordination of interventions as well ensuring effective utilization of resources from various development partners in an effort to realize the goal set in the Education Sector Strategic Plan.

Chapter 1: Introduction and Background

1.1 Introduction

It is agreed that education plays a key role in advancing social and economic development in all societies. The context of Somaliland is one of a nation-state emerging from a prolonged civil war. In the wake of this civil war, Somaliland is experiencing many challenging social and development issues. One of these issues that Somaliland is faced is the devastating impact the war has had on the education sector. Despite positive progress, the enrollment and completion rate to basic education remains low and as noted by Somaliland government, International partners and nongovernmental organizations like Norwegian Refugee Council(NRC),” girls are particularly underrepresented in schools” (National Strategy and Plan of Action for Female Participation in Education, 2007).

In an effort to address this problem the government of Somaliland passed the Education Act, the Somaliland National Education Policy (SNEP) and more recently the Education Sector Strategic Plan. This act has provided a platform for a more integrated approach to managing interventions in the education sector. In all these policy and documents, there is a clear commitment by the Government of Somaliland to promote access and equity in education by providing opportunities for increased enrolment in schools for girls and children from marginalized communities. This has been achieved with a close collaboration between both the government and its non-governmental organizations' partners. This has resulted in a significant number of girls having joined schools or enrolled in various skills training.

However, what has been observed in the context of Somaliland like many other countries in the world is that women still carry the heavier burden of meeting household needs. Women despite this still lack ownership and control over the decision-making mechanisms that affect their participation in economic, social and political activities thus resulting in increasing their poverty level. In an effort to actively engage all citizens in the process of rebuilding the nation, the Ministry of Education and Science of the Republic of Somaliland government had as a result adopted a three-year national strategy and plan of action on female participation in education as a crucial step to ensure effective participation of women of Somaliland in the national development process.

The strategy takes a critical look at National Strategy & Plan of Action on Female Participation in Education developed in Dec 2007 but reviewed 2011 and 2019. This report will highlight strengths and gaps in order to strengthen the Somaliland Ministry of Education and Science capacity for integrating gender-responsive perspectives in sector programs. As well as suggesting a plan of action specifying activities to be carried out for the year ahead (2020). The National Strategy and Plan of Action for Female Participation in Education is intended to operationalize the commitments of the Government of the Republic of Somaliland to promoting gender equity in education by harmonizing interventions related to female participation and adopting a common approach. The strategy was developed through a broad process of collaboration with stakeholders at all levels and provides a broad framework for collaboration by all stakeholders implementing education programs in Somaliland.

1.2 Background

Somaliland is a nation recovering from nearly two decades of civil war and armed conflicts. In 1991 the Republic of Somaliland announced independence from the Somali Republic. The Somaliland government has prioritized poverty reduction as a one of the major government programs. The economy relies heavily on exports earnings generated from the sale of cattle, sheep, camels hide, skin and other animal products to Saudi Arabia and the other Gulf States. However, poverty is still widespread with a considerable disparity between regions and similarly urban and rural areas. There are considerable gender disparities across the entire social spectrum.

The gross enrolment rate (GER) stands at 38.6% with female GER representing 2/3 of male GER. The dropout rate among girls is high especially at upper primary level. In 2005/06 only 32.3% of students in the upper primary were girls compared to 37.4% in lower primary (UNICEF 2005-6). At the classroom level, female students are not encouraged enough to participate in the learning process. The number of female teachers in the teaching force is low and so is the number of female in management and administrative positions in the education system. Competition for scholarships is stiff for female students and so is competition for joining the workforce. There is no affirmative action or preferential treatment for the recruitment of women in the workplace which is predominantly males with little consideration for the needs of female employees.

The government faces a significant challenge in the mobilization of resources to deliver social services. The current budget allocation to education range between (5-7%); this is an indication of the government's commitment to reforming the education system. However, this contribution is entirely inadequate and represents a small percentage of the total costs of running an effective education system. A substantive increase in the allocation is required in order to achieve the targets of the MDG and EFA goals and objectives¹. Currently, there are ongoing initiatives to introduce the Sector Wide Approach (SWAP) to education planning, through the Progressive Planning Framework; this will help to coordinate mobilization and management of financial resources required for the education sector.

1.3 Vision, Mission, and Values

The vision, mission, and values of the Ministry of Education and Science is highlighted in the Somaliland National Education Policy (SNEP). This document provides a framework for implementing educational interventions in Somaliland.

1.3.1 Vision

The Ministry of Education and Science shall be the leading institution driving the prosperity of Somaliland by providing quality education and training and respect for human rights.

1.3.2 Mission

MOE&S will contribute to the prosperity of Somaliland by enhancing management capacity within the education sector, increasing and strengthening education facilities, providing relevant education, improving access to quality education and increasing access to stakeholder participation

¹ A Consultancy Report on Quality Assurance and Strengthening the Institutional Framework for Teacher Recruitment, Development and Deployment – SCOTT Project

1.3.3 Values

Professionalism, diligence, openness, gender equity, cooperation, tolerance, responsibility and focus on results will be the hallmark of what MOE&S does.

Chapter 2: Stakeholder Consultations

2.1 Synthesis of Key Issues from Consultations and Discussions

The key constraints to female participation in education are highlighted in major policy documents of the Ministry of Education and Science as well as reports of studies, reviews, and evaluation of programs implemented by various stakeholders.

A number of consultations were conducted on September 2018 with the civil society, various departments of the ministry and other line ministries. The consultation process with the key stakeholders was aimed at reviewing the key constraints as reflected by various stakeholders and identifying priority areas of intervention in the coming year. These priorities will be aligned to the strategic objectives with the aim of promoting female participation in education. A number of debriefing sessions were also organized for the SCI education staff.

Methods to collect updated data

Some of the methods and techniques used to collect updated data included;

1. Interviews with Ministry staff of the Gender Department
2. Interviews with relevant department directors and Heads of the Ministry
3. Briefing sessions with SCI education team
4. Literature analyses
5. Interviews and consultations with relevant ministries and stakeholders
6. Participation in the annual 2-day 2018 JRES meeting
7. Debriefing sessions with SCI education team

Some of the more emerging issues from the interviews, discussions, and consultations are listed down. A list of people consulted is attached to this report.

- Lack of qualified and sustainable teachers
- Very female teachers
- Institutionalizing gender
- Harmonizing the priorities of the ESSP with the national action and results framework
- Make an action plan actionable and know that we will achieve
- Need for documentation and archiving, currently non-existent. Knowledge management
- Revive the gender technical working group
- Issues regarding the construction and renovation of GFS
- Boarding schools for girls
- How to make higher education female friendly
- Lack of funding for EMIS data
- The division of rural-urban

- Consideration of the special needs of women and girls in the future

2.2 Institutional Capacity Issues

2.2.1 Low implementation capacity

The Ministry of Education and Science has expanded significantly in the last few years. There has been a considerable increase in the level of support to the Ministry from external donors. However, low staff capacity in terms of skills and numbers has significant constraints on the implementation of planned activities. The recently established gender department has very few technical staff and the office lacks the appropriate facilitation to effectively handle the key gender concerns in the education system.

Institutional weaknesses have been mentioned in both the Somaliland Education Sector Strategic Plan and the Somaliland National Education policy. The new proposed structure of the Ministry of Education and Science incorporating the Gender department is now operational. However, a number of operational constraints are undermining the effectiveness of the Gender department.

Low staff capacity in terms of skills and numbers within the Ministry was greatly felt on the ground; many people interviewed felt the underlying reason for a lot of the failures in getting anything done was due to poor capacity within the minister. Some school head teacher's as well international organizations pointed out that often the relationship they have with the Ministry is weak. They frequently make their own plans, often donor-driven then later share with the Ministry as an afterthought. There was a clear sentiment of disillusionment with the Ministry, as one respondent pointed out that if he put the effort to implement the strategy he wanted to know if the Ministry was going to be committed in monitoring and ensuring the strategy would be implemented. He, like many other response, insisted that any action taken without any monitoring and follow-ups cannot work. Lack of confidence in the Ministry's ability to follow up and take a lead role has posed as a major obstacle to those education stakeholders working with the Ministry, both in the local and international organization. All those interviewed have pointed out significant constraints on implementation due to this.

2.2.2 Weak stakeholder coordination

Discussions with stakeholders and findings from field consultations revealed that there is a significant effort from development partners to support female participation in education through various interventions across the country. However, there is lack of coordination of interventions to focus the efforts towards a common priority. In most cases, the funds are managed directly by the implementing agencies and plans and priorities are determined without adequate consultation with and direction from the ministry². A significant proportion of the Ministry of Education and Science budget comes from external sources. There is a need to coordinate these efforts towards key priority areas in order to increase the impact of interventions.

It appears from the interviews that consultations and discussions conducted in developing strategies are conducted with only some education stakeholders dominated by the international organizations and excluded many local organizations. Those that were interviewed felt that the representation was bias. It was pointed out that meetings were ad hoc and not properly organized, that the Ministry was not categorically looking at who

² Education Sector Strategic Plan 2007-2011

should attend the meetings, but instead random, and what appears haphazardly bringing together participants. Meetings are more about filling seats and often favor international organizations. Further consultations of possible reasons for marginalization of local organizations brought to light that international organizations do not really call in local organizations because the latter is not existing for development purposes but rather as a means to gaining funds. When it comes to local organizations, there is a large body of stakeholders missing, but local organization's capacity of being part of developing ideas is missing because to them development is a way of contracting funds and are not in a position as developers (international organizations). There is a need to have wider meetings in processes of policymaking, not only so that all voices can be heard but more importantly for stakeholders to feel ownership of the strategy.

2.2.3 Overall Awareness

Another area the research focused on was to evaluate to what extent education stakeholders were aware of the education strategy. It was apparent that most of the organizations we spoke to did not hear about the strategy. Level of awareness was also divided along with international organizations and local organizations, with the international organization having a slight familiarity with the strategy mainly due to being involved. On the other hand, all local organizations stated that they had never heard of this strategy. However international organizations that were aware of the strategy themselves were also not quite clear on what the strategy was about. Moreover, it was felt that the document was developed so long ago and had not been used since or spoken about and as a result people forgot what the document was about. Respondents pointed out people in Somaliland are an oral society, and so there is a lot of awareness-raising done, as was done of the topic of FGM. There must be continuous attempts in making people understand. It is only when people understand this strategy then they can act. Thus there is a need for a wider scope of awareness-raising about the strategy. Even if a draft, the strategy should be continuously discussed and debated so that people are aware that such a strategy exists and moreover gives room for more ideas and feedback to be shared.

2.2.4 Creating an "other" within the Ministry

The act of setting apart a gender department as a separate office can pose some problems that need to be considered and addressed early on. One such possible problem that can arise is the ghettoization of gender. As inspirational as the document is, it also needs to be practical. As is made clear in the strategy document the goal of the Strategy is to strengthen the Somaliland Ministry of Education and Science capacity for integrating gender-responsive perspectives in sector programs. Thus it is the Ministry as a whole that needs strengthening in its capacity for integrating gender-responsive perspective in all its programs. To believe that having a separate gender department in the Ministry will fulfill the need for building the capacity appears to be unrealistic. It has to be asked whether having a separate unit will actually help in mainstreaming gender within the ministry or whether it will create a possible problem of ghettoization of gender. Having separate gender department will marginalize gender issues as a whole as it might be felt that because there is a gender department other units do not need to put as much effort to be gender-sensitive in their programs. As an alternative the MOE&S can integrate gender into all offices, thus not having gender as a separate entity but as an inclusion to everything.

2.3 Socio-economic Issues

2.3.1 Social Factors

The level of participation of girls and women in the education system in The Republic of Somaliland is still very low. The GER stands at 38% and reports show that only 11.7% of teachers at primary level are female and 1% of teachers at the secondary level are female. Of the women who manage to enroll in universities and tertiary institutions, only a small number are admitted for a professional courses like law, engineering, and accountancy. Participation of women in the management and administration of the education system is even lower. At the community level, the participation of women in CECs is low, only 1/3 of CEC members are female yet most communities cannot raise the required number of women representatives in CECs. The entry of female into productive employment has remained a challenge. While there is no obvious discrimination against women at the point of recruitment, work environment, social values, working conditions, and remuneration are major constraints for women to engage in productive employment.

Discussing gender rights can be sensitive in Somaliland. In this very traditional society, roles are clearly divided between men and women. Women are often as uncomfortable with the idea of change as the men are. Gender issues in Somaliland are often seen as political, western driven ideas forced on to Somali culture by NGOs. The notation of what it means to be a woman in Somaliland context is often one that does not encourage the girl to leave the home. Underlying this is also a belief that a girl's value is less than that of her male counterpart. It generally believed by both men and women that women are less than men due to the fact that the blood money compensation given in the case of killing is a hundred camels for men and fifty for women. This, as a result, is felt translates each individual value. Even though the principle is a religious ruling and is not premised on the value of the individual the cultural translation of this Islamic principle has been such. Often it is not only men that perpetuate this belief but it is one that is obstinately felt by women as well. One woman's response to whether men and women were equal was "": look we are women we are half we can never reach men we are lower than men we are half they are higher than us." It is these underlying believes and attitudes that need to be addressed greatly when the issue of increasing girl's school participation is mentioned. Thus these kinds of beliefs add to girls being kept back or not encouraged to stay in school.

2.3.1 Economic factors

While the Somaliland has been functioning country thirty years, the country is recovering from prolonged conflict and the government faces enormous social-economic challenges. The national resource base is poor and significant proportion of the budget is funded by foreign donors. The education sector budget is a minimal 6% and this cannot cater to the enormous challenges facing the sector. Teacher's salaries are very low and the Ministry of Education and Science cannot recruit and pay enough teachers to manage schools. This has led to the low morale of teachers and absenteeism in the teaching force. At the family level, poverty remains a key factor undermining family survival. Household poverty is high with a significant burden placed on women and girls. The lack of livelihood opportunities for most families means that children have to support the family by engaging in odd jobs to supplement the family income.

The principal economic reason for focusing on gender in development programs is that poorer families tend to rely on earning capacity of women. The lack of economic opportunities in many communities in Somaliland coupled with the harsh social and

economic environment has a significant impact on many families. In such economic circumstances, the direct and hidden cost (in terms of books, pens, and clothing as well as the loss of vital household help) of sending daughters to school are perceived by parents to be prohibitive. This is true in Somaliland where a majority of women are engaged in small scale businesses like selling tea, vegetables, khat, etc. to support the household. This has a significant impact on female participation in education since girl children will have to stay at home to take care of the younger siblings and to attend to domestic chores.

2.3.2 Cost of Education

Tuition fees used to play a key role in limiting the participation of girls in education, but the Somaliland government has declared free primary education in public school. However, there is still a financial burden on families with the need of buying uniform, books, text-book copies, snack, etc. that is necessary for the proper education of every child. So that cost is still a restraint for families to send children to school. Cases, where girls have to work and earn money to pay fees for their brothers, do not change, only that they earn for books, stationery, and clothes instead. There are concerns that scholarships offered for secondary and tertiary level education do not favor female students since it is based on performance. In cases where there are specific scholarships opportunities for female students, these opportunities are not taken because of other constraints like distance of the school/institution from home, nature of courses offered, learning environment or family considerations. On the whole tuition fees remain a key factor affecting female participation in education across all levels.

2.3.3 Unfavourable Learning Environment

There are a number of educational issues that undermine female participation in the education system. Most educational institutions are not adequately equipped to meet the needs of female students. There are limited recreation facilities for girls in most schools and some schools do not allow female students to participate in co-curricular activities. While most schools have separate latrines for girls, discussions with girls and boys in schools indicated most girls do not use latrines at school because of fear that they will be seen by boys.

Discussions with girls in schools also indicated that that older girls do not use school latrines because Somali culture forbids them from going to latrines in a public place in the presence of boys and men³ “Girls too stated that they found it impossible to ask male teachers for permission to go to latrines”. This practice does not only reduce the attention span and concentration but also contributes to absenteeism and consequently poor performance of female students. There are also significant health implications, especially for older girls.

In the classroom, there is little or no encouragement of female students from teachers. Reports that male teachers do not give opportunities to female students to answer questions in the class are common and so are cases of bullying, teasing and abuse of girls by boys. All these factors combine to increase dropout rates among girls especially after grade four. Studies reveal that after grade eight the dropout rate is lower among female students than for their male counterparts implying that significant effort has to be made towards the retention of girls at the lower primary levels.

The tertiary and university levels, there are concerns that the range of courses offered to female students are limited to teaching, nursing, and social sciences. There is very high

³ A situational analysis of primary education in Somalia: A Gender Perspective (UNICEF, October 2004)

competition for professional courses like law and engineering that has higher potentials for career development and few female candidates qualify.

The low level of participation of female students in tertiary institutions and the university has reduced the pool of capable female professionals to engage in productive employment and to act as role models in society, hence perpetuating the notion that education for girls is not beneficial to the family.

2.4 Cultural Issues

2.4.1 Traditional cultural factors

Socio-cultural issues have emerged as being a key factor affecting female participation in education. Somaliland is primarily a traditional society with high preference to male children. In most communities, girls are expected to stay at home and attend to domestic chores and other subsistence duties, early marriage is widely practiced and there is high an incidence of early pregnancy. Most communities still practice harmful traditional practices (HTP) and this has a considerable impact on education for girls.

Traditionally, a significant (65%) of the population of Somaliland are pastoralist and relies heavily on the rearing animals. These pastoral communities are often located in remote rural communities where access to educational facilities is poor or nonexistent. The largely widespread operation of a patriarchal system of social organization and generally lower regard for female life all combine to adversely affect the participation of girls and women in education⁴.

It is paramount that one is sensitive to the cultural context of Somalia, culturally girls are expected to be quiet and shy in front of their male counterparts, thus sitting with boys makes it hard for girls to participate and learn. This is more pronounced as mentioned in the strategy when girls hit puberty which is around the age of the group of those in grade 5. It is at this age when culturally the girls are expected to be quiet and shy that girls need a separate class so that those cultural behaviors will not hold her back from her peers. Having separate classes for girls will have an indirect effect on having more women teachers. As a result of having separate classes, more women can dare to become teachers because women will not have to deal with young boys who sometimes can become very rowdy and hard to manage. It is already noted by male teachers that the issue of discipline especially boys is often poor, "boys are rowdy when a girl talks the boys laugh". This kind of environment makes it very challenging for women who are coming from a society and a context that does not believe that women can be teachers. Thus it is important to prioritize those issues that would have a greater impact on improving girl's participation in schools.

2.4.2 Religious Factors

Somaliland is predominantly an Islamic state and all citizens are Muslims. The influence of Islam throughout Somaliland is profound and faith plays a major role in everyday life. Although there is increasing realization that the Koran and Hadithi have many positive teachings on children and support their participation in development⁵, the preference of many families to send their children to religious schools (Madarasa) has a significant impact on enrolment levels in formal schools. Traditionally children are required to study the Koran in the Madarasa from the age of 4 until the age of 7 or 8, after this age most children are too

⁴ World Bank Education Research Paper 1993

⁵ A situational analysis of primary education in Somalia: A Gender Perspective (UNICEF, October 2004)

old to join formal primary schools and many are encouraged to join other productive activities to support the household leaving little room for enrolment in formal education. For girls, the strong religious influence coupled with a cultural preference for boys' education makes access to formal education more challenging.

Chapter 3: Situational Analysis

3.1 Introduction

In order to fulfill its vision and mission, the Ministry of Education and Science has developed a National Strategy and Plan of Action for Female Participation in Education. The purpose is to better focus and streamline efforts to promote female participation in education by the Ministry of Education and Science and its partners. During the consultation process, a SWOT analysis was undertaken to enable the ministry to better understand its internal strengths and challenges and the external opportunities and threats that will significantly affect its ability to fulfill its mission.

3.2 SWOT Analysis

To establish the priority issues upon which the 3-year strategy for female participation in education should focus on, a Situational Analysis was undertaken culminating in a SWOT analysis of the ministry's existing institutional capacity to manage interventions aimed at promoting female participation in education. Table 1 and Table 2 below provide the summary of attributes of strengths, weaknesses, opportunities, and threats, of the Ministry of Education and Science of the Republic of Somaliland. The SWOT analysis presents a detailed scanning of the internal and external environment, by the Ministry of Education and Science staff, partners and key stakeholders.

The main findings are summarized in the following table:

Table 1: Strengths and weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"> • Gender department in MOE&S is established and operational • Most agencies already have components of gender in their programmes • Existing Functional organizational structure • Interest and commitment by stakeholders • Availability of key guiding documents like the education sector strategic plan and national education policy and national gender policy • Availability of funding and technical support from partners • Introduction of free primary education by Somaliland 	<ul style="list-style-type: none"> • Weak of functioning relationship between Gender department and other departments • Low staff capacity of the Ministry of Education and Science to actively participates in all programmes • Limited funding base of the Ministry of Education and Science and also poor financial structures. • Lack of capacity to monitor and coordinate interventions by stakeholders • Lack of clear policy/guidelines to promote female participation in the education system • Poor documentation and sharing of experiences among stakeholders • Existence of gender desk in other line

government	ministries to support the promotion of gender work leading misconceptions on gender issues.
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Table 2: Opportunities and threats

Opportunities	Threats
<ul style="list-style-type: none"> • A recent move towards more coordinated funding support (SWAp) • Increasing donor interest to support the Ministry • Prevailing peace and security in the country • A huge gap in female participation in education at all levels hence there is willingness to fill the gap • Existence of a national gender policy • Existence of gender desk in other line ministries to support the promotion of gender work • Increased access for female participation in education due to the introduction of free primary education 	<ul style="list-style-type: none"> • Negative but improving attitudes towards participation of girls and women in education • Lack of international recognition of Somaliland Government • Poor inter-ministerial and inter-sectoral coordination of interventions • Negative cultural and misconceptions of religious influences • Over-reliance on donor support to implement interventions undermines the sustainability • Lack of fund for primary schools to cover running costs i.e. water, electricity, and cleaners.

The SWOT analysis provided the opportunity for an improved and shared understanding of the Ministry of Education and Science’s current situation. MOE&S staff, together with representatives from partner organizations and other stakeholders, identified priority issues to be addressed in the strategy period to make MOE&S and partners more effective in promoting female participation in education. These were classified into Institutional development priorities and social development priorities. The three-year strategic framework provides an overview of the priority issues key to strategic objectives and interventions identified for the strategic period 2008 – 2010. Details for the interventions and proposed actions are highlighted in the strategic framework under section 4 below.

Chapter 4: Strategic Frameworks

4.1 Introduction

The National Strategy and Plan of Action for Female Participation in Education outlines how the Ministry of Education and Science seeks to tackle the priority issues affecting female participation in education in Somaliland over the next three year (2019-2021). Implementation of the strategic plan is an iterative process, and it is anticipated that the following strategies and objectives will be continuously reviewed, assessed and, if necessary, modified to respond to the emerging issues based on the prevailing situation. What follows, therefore, is the Ministry of Education and Science's current strategic direction, the course of which may change as the Ministry and stakeholders reflect upon and learn from their experiences.

It is important to note that the strategy is not intended to replace the plans and programs of individual agencies but rather it's a tool to harmonize and focus interventions implemented by various agencies towards common priorities.

4.2 The Two-Year Action Plan

The one-year action year action plan strategic framework outlines strategies and objectives to address the institutional, socio-economic and cultural issues affecting female participation in education as identified by the Ministry of Education and Science and stakeholders. Each strategy represents a core approach to addressing a particular strategic issue, while the strategic objectives are specific intentions to initiate actions towards the strategy. It is envisaged that the ministry and stakeholders will jointly monitor the implementation of the strategy and evaluate its impact in promoting female participation in education in Somaliland.

4.3 Overview of the Strategic Priorities

The strategic priorities highlighted here represent issues and concerns raised by stakeholders on female participation in education through consultations and discussions at various levels. This strategy is intended to facilitate the delivery of the Education Sector Strategic Plan as well as other global undertakings like Education for All (EFA) and Millennium Development Goals (MDGs). Particularly, the national strategy and plan of action for female participation in education attempts to address some of the key issues that confront education and training of girls and women as stipulated in the 1995 Beijing Platform for Action namely; Equal access to education, Eradication of illiteracy among women, Non-discriminatory education and training; and adequate resources for education and training among others.

The two priority issues emerged as pertinent issues in promoting female participation in education are.

- i) Institutional Development Priorities
- ii) Social Development Priorities

A synthesis of the issues highlighted key priority areas to which the strategy should be aligned.

4.4 Goal of the Strategy

To strengthen the Somaliland Ministry of Education and Science capacity for integrating gender-responsive perspectives in sector programmes

4.5 The Strategic Interventions

4.5.1 Strategy intervention 1: Strengthen Capacity of Stakeholders

The Ministry of Education and Science has expanded rapidly in the last few years; this expansion has put significant strain on the capacity of the Ministry of Education and Science to coordinate interventions by various stakeholders. A number of agencies are currently engaged in supporting female participation in education; however, these efforts seem to be isolated with little coordination of interventions among agencies. A number of agencies do not have staff technically equipped to engage with key issues on female participation in education. A number of agencies supporting the Ministry of Education and Science do not have specific policies or guidelines on gender equity or female participation in the organization.

Objective 1: Enhance Institutional Capacity of the Ministry of Education and Science and Partners organizations in promoting female participation in Education (Institutional Support Interventions)

1. Strengthen the mandate and structure of Gender department in MOE&S
2. Mainstream gender in all functions of MOE&S
3. Secure funding for the strategy and specific action plan for 2019
4. Increase participants of the MOE&S Gender Working Group & Inter-ministerial Working Group
5. Develop teacher's code of conduct
6. Review existing policies and legislations
7. Strengthen organization, management, and administration of schools
8. Develop appropriate guidelines for promoting female participation
9. Strengthen internal consistency and complementarity of existing indigenous policies and other legislation within the education sector with other sectors
10. Harmonize and strengthen curriculum management for secondary schools
11. Establish requirements and set minimum gender standards for schools and institutions to achieve
12. Strengthen human resource management policy and administration
13. Improve linkage and consistency between indigenous policies and the key international conventions and declarations relating to gender and education,
14. Mainstream gender in all functions of stakeholder organizations supporting MOE&S
15. Training of MOE&S, REO, CECs staff on gender analysis and mainstreaming
16. Training of partner staff on gender analysis and mainstreaming
17. Refresher Training/Exposure of CT-GRPS
18. Establish and support Gender Resource Centres at National and Regional Levels
19. Train CT-GRPs on awareness-raising and dissemination
20. Training of members of gender working group and inter-ministerial working group
21. Promote gender-based monitoring, evaluation and auditing (GEMs)

Objective 2: Strengthen Planning and Coordination of Interventions by stakeholders

1. Support the functions of Gender Working Group
2. Strengthen Joint Planning and Review of Interventions by stakeholders
3. Establish and Support Inter-Ministerial coordination of gender programmes (inter-ministerial working group)
4. Support the operation & plans of CT-GRPS
5. Strengthen planning, budgeting and resource mobilization for female participation in education
6. Mainstream female participation in programme design and development

Objective 3: Strengthen Connections and Consultation of Gender Working Partners Interventions

1. Improve the connection between the Ministry and local organizations
2. Increase partnership of implementation between Ministry and local/international organizations.
3. Strengthen and diversify the Gender Working Group

4.5.2 Strategy intervention 2: Expand opportunities for girls & women to participate in education**Objective 1: Increase enrolment and retention of girls in schools and tertiary institutions**

1. Support community-based initiatives for girl's education
2. Support provision of take-home ration for girls in target communities
3. Introduce and support flexible learning schedule for girls
4. Pilot separate schools for girls
5. Increase the number of secondary schools in rural areas
6. Promote and support opportunities and scholarships for girls to enroll in professional courses in Universities and tertiary institutions as an affirmative action
7. Support full sponsorship for female students in tertiary Institutions.
8. Support female role models to promote female participation in education
9. Introduce guidance & counseling in schools
10. Introduce mobile schools in nomadic communities
11. Integrate basic education in Koranic Schools (Madarasa)

Objective 2: Improve the learning environment for girls in schools and tertiary institutions

1. Improve hygiene and sanitation facilities for female students in schools
2. Promote opportunities for interaction among girls in schools (clubs, peer support groups)
3. Encourage separate classes for girls from grade five onwards
4. Support improvement of learning facilities in schools
5. Introduce student's code of behavior in schools
6. Introduce and promote learner-friendly disciplinary measures
7. Promote health and environmental education in schools
8. Promote life skills training in schools
9. Improve participatory teaching /learning processes in the classroom
10. Strengthen school inspection and supervision

11. Introduce career guidance for girls in secondary schools
12. Promote targeted awareness for girls on the use of latrines

Objective 3: Enhance the participation of women in the management of education system

1. Establish and support an association of female teachers at all levels
2. Promote exposure/cross visits for female educationist
3. Support appointment of more women in management & administration positions
4. Introduce & support special training programmes for female employees
5. Recruit and deploy more female teachers in school
6. Introduce pilot incentive schemes for female teachers
7. Encourage female students to take leadership roles in schools (class prefects/monitors etc.)
8. Increase the participation of women in CECs (40% of CECs female)
9. Empower female teachers economically by introducing a pilot income-generating opportunities for female teachers

Objective 4: Promote women's access to productive economic opportunities

1. Increase opportunities for Family Life Education and "second chance" education for school dropouts
2. Increase opportunities for vocational skills training and certification
3. Increase options for training on economically viable skills
4. Support income-generating opportunities linked to skill training for women and girls
5. Support pilot microfinance for women groups linked to girl's education
6. Support food for training for target communities

4.5.3 Strategic intervention 3: Promote Nationwide Awareness & Advocacy on Participation of Women & Girls in Education

Objective 1: Establish and support networks for advocacy on female participation in education

1. Establish/strengthen national and regional networks for the promotion of girl's education
2. Link advocacy efforts to a regional and global effort to EFA and MDGs
3. Strengthen links with Somali communities in Diaspora to support girls' education
4. The document, disseminate and reward good practices on girl's education
5. Build strategic partnerships with media for awareness-raising and advocacy
6. Encourage involvement of private sector in advocacy and support for girl's education

Objective 2: Promote awareness campaigns on female participation in education

1. Promote awareness of female participation during school opening and closing days
2. Support national debate on female participation in education
3. Support media campaign for girl's education (radio, TV, poetry)
4. Support community-based mobilization and awareness on girl's education

5. Document and disseminate successful life stories of girls

Objective 3: Support Stakeholder engagement in local and national fora on female participation in education

1. Support the dissemination of relevant policies and guidelines to stakeholders
2. Organize National Conference on Girls' Education
3. Establish/strengthen links with Global Campaign on Education GCE
4. Conduct research & disseminate research findings on women and girl's participation in education
5. Establish links with universities and institutions of higher learning in and outside Somaliland to promote dialogue on female participation in education.

Framework for Strategic Intervention One

FRAMEWORK FOR STRATEGIC INTERVENTION ONE			
Strategy One: Strengthening Institutional Capacity of Stakeholders			
	Current Situation	Objectives for 2019-2021	Indicators
	<ul style="list-style-type: none"> i) Low capacity of the Ministry of Education and Science and partners to support the implementation of interventions ii) Lack of clarity on the mandate and functions of the Gender department iii) Lack of coordination of interventions related to female participation in education among stakeholders iv) Lack of clear policy/guidelines on gender in the Ministry of Education and Science and partner institutions v) Poor funding of the Ministry of Education and Science specifically female participation in education interventions vi) Low technical capacity of stakeholders for promoting gender in development programmes 	<ul style="list-style-type: none"> 1.1 Institutional Capacity of the Ministry of Education and Science and Partners organizations in promoting female participation in Education Enhanced 1.2 Planning and Coordination of Interventions by stakeholders Strengthened 	<ul style="list-style-type: none"> i) Ministry of Education and Science and partners effectively implement interventions related to female participation in education ii) Mandate and functions of the gender department clarified and streamlined iii) A mechanism for coordination of interventions for promoting female participation established & operational iv) MOE&S and partner institutions have developed and are using policies/guidelines to promote female participation in education v) A mechanism for funding female participation interventions in MOE&S established and operational iv) Stakeholders have adequate capacity to promote gender in development programmes
	Proposed Interventions/Actions	Timeframe	By Whom
1.1 Institutional Capacity of the Ministry of Education and Science and Partners organizations in promoting female participation in Education Enhanced			

Strengthen the capacity of Gender department in MOE&S	i) Redefine the mandate and structure of the gender department in MOE&S		MOE&S
	ii) Mainstream gender in all functions of MOE&S		MOE&S and partners
	iii) Secure funding for the action plan for 2020 -2021		MOE&S and Partners
	iv) Establish MOE&S Gender Working Group & Inter-ministerial Working Group		MOE&S, line ministries, and partners
	v) Review existing policies and legislations to reflect gender considerations		MOE&S and partners
	vi) Strengthen organization, management, and administration of schools		MOE&S, REOs, Communities, and partners
	vii) Develop appropriate policy guidelines for promoting female participation		MOE&S and Partners
	viii) Strengthen internal consistency and complementarity of existing indigenous policies and other legislation within the education sector with other sectors		MOE&S Gender Working Group and Inter-Ministerial steering group
	ix) Harmonize and strengthen curriculum management for secondary schools		MOE&S and partners
	x) Establish requirements and set minimum standards for schools and institutions		MOE&S and partners
	xi) Strengthen human resource management policy and administration		MOE&S and Partners
	xii) Improve linkage and consistency between indigenous policies and the key international conventions and declarations relating to gender and education,		MOE&S Gender Working Group, MOE&S, and partners
Capacity Building of Implementing	i) Mainstream gender in all functions of stakeholder organizations (develop Gender policy in stakeholder organizations)		Implementing Partners

Partners	ii) Training of MOE&S, REO, CECs staff on gender analysis and mainstreaming		MOE&S and Implementing Partners
	iii) Training of stakeholder organizations' staff on gender analysis and mainstreaming		Implementing partners
	iv) Support Training of CT-GRPS (ToT)		Implementing partners
	v) Establish Gender Resource Centres at National and Regional Levels		MOE&S, and Implementing partners
	vi) Support Exposure/Cross visits for CT-GRPs and MOE&S Gender Working Group		MOE&S and Implementing partners
	vii) Train CT-GRPs on awareness-raising and mobilization skills		MOE&S and Implementing partners
	viii) Training of members of gender working group and the inter-ministerial working group on Fundraising and Advocacy		MOE&S, Line Ministries and MOE&S and Implementing partners
		ix) Mainstream female participation in programme design and development	
1.2 Planning and Coordination of Interventions by stakeholders and Continuous Strengthened			
	i) Support the functions of Gender Working Group		MOE&S Gender Working Group, MOE&S, and partners
	ii) Strengthen Joint Planning and Review of Interventions by stakeholders		MOE&S Gender Working Group, MOE&S, and partners
	iii) Support routine Inter-Ministerial coordination of gender programs (inter-ministerial working group)		MOE&S Gender Working Group, MOE&S, Line Ministries and MOE&S and Implementing partners
	iv) Support the operation & plans of CT-GRPS		MOE&S Gender Working Group, MOE&S, and partners
	v) Conduct joint planning, budgeting and resource mobilization for female participation in education (Joint Annual Planning Workshop)		MOE&S Gender Working Group, MOE&S and partners

Framework for Strategic Intervention Two

FRAMEWORK FOR STRATEGIC INTERVENTION TWO			
Strategy Two: Enhancing opportunities for participation of girls and women in the education system			
	Current Situation	Objectives for 2020-2021	Indicators
	<ul style="list-style-type: none"> i) Generally low participation of women and girls in the education system ii) Low enrolment of girls in schools iii) High drop out rate among girls from Grade five onwards iv) Unfriendly school environment for female students v) Few female teachers in the school system (11.7% in primary and 1% in secondary) vi) Fewer female candidates admitted to the professional course in tertiary institutions and universities vii) Unfavorable scholarship opportunities for female candidates viii) Low participation of women in the management and administration of the education system ix) The unfavorable work environment for female employees in the education system x) Low participation of women in CECs 	<ul style="list-style-type: none"> 2.1 Enrolment and retention of girls in schools and tertiary institutions increased 2.2 Learning environment for girls in schools and tertiary institutions improved 2.3 Participation of women in the management of education system enhanced 2.4 Women's access to productive economic opportunities Promoted 	<ul style="list-style-type: none"> i) 50% Increase in girl's enrolment ii) 80% Reduction in drop out rate among girls at the primary level iii) Teaching and learning environment in schools are conducive for girl's education iv) 100% increase in female teachers in primary and secondary schools v) More female candidates enrolled in professional courses in tertiary institutions and universities vi) Favorable options for scholarships available for female candidates vii) More women appointed in senior management and administrative positions in the education system ix) Work environment and conditions made more conducive for female employees x) 40% of CECs are women

	Proposed Interventions/Actions	Timeframe	By Whom
2.1 Enrolment and retention of girls in schools and tertiary institutions increased			
	i) Support community-based initiatives for girl's education		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	ii) Scale-up support for the provision of take-home ration for girls in target communities		MOE&S, REO, CECs, Implementing Partners
	iii) Introduce and support flexible learning schedule for girls		REO, CECs, Gender working group, and Implementing Partners
	iv) Pilot separate schools for girls		MOE&S, Gender working group, and Implementing Partners
	v) Increase sponsorship opportunities for girls at secondary level		MOE&S, Gender working group, and Implementing Partners
	vi) Increase the number of secondary schools in rural areas		MOE&S and Implementing Partners
	vii) Support opportunities for girls to enroll in professional courses in Universities		MOE&S, Gender working group, and Implementing Partners
	vii) Support full sponsorship for female students in tertiary Institutions.		MOE&S, Gender working group, and Implementing Partners
	viii) Support female role models to promote female participation in education		REO, CECs, Gender working group, and Implementing Partners
	ix) Introduce guidance & counseling in schools		REO, CECs, Gender working group, and Implementing Partners
	x) Introduce and promote mobile schools in nomadic communities		MOE&S, REO, CECs, Implementing Partners
	xi) Promote Integration of basic education in Koranic Schools (Madarasa)		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	xii) Support development of free primary education policy for all girls		MOE&S, REO, CECs, Gender working group, and Implementing Partners
2.2 Learning environment for girls in schools and tertiary institutions improved			
	i) Improve hygiene and sanitation facilities for female students in schools	Effective Q1 2012 and continuous	REO, CECs, Gender working group, and Implementing Partners

	ii) Promote opportunities for interaction among girls in schools (clubs, peer support groups)		REO, CECs, Gender working group, and Implementing Partners
	iii) Encourage separate classes for girls from grade five onwards		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	iv) Support improvement of learning facilities in schools		MOE&S, REO, Implementing Partners
	v) Introduce student's code of behavior in schools		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	vi) Introduce and promote learner-friendly disciplinary measures		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	vii) Promote health and environmental education in schools		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	viii) Promote life skills training in schools		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	ix) Improve teaching /learning processes in the classroom		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	x) Strengthen school inspection and supervision		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	xi) Introduce career guidance for girls in secondary schools		MOE&S, Gender working group, and Implementing Partners
	xii) Promote targeted awareness for girls on use of school latrines		MOE&S, REO, CECs, Gender working group, and Implementing Partners
2.3 Participation of women in the management of education system enhanced			
	i) Establish and support the association of female teachers at all levels		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	ii) Support exposure/cross visits for female educationist		MOE&S, Gender working group, and Implementing Partners
	iii) Support appointment of more women in management & administration positions		MOE&S, REO, CECs, Gender working group

	iii) Introduce & support special training programmes for female employees		MOE&S, Gender working group, and Implementing Partners
	iv) Recruit and deploy more female teachers in school		MOE&S, REO, CECs,
	v) Pilot incentive schemes for female teachers in rural schools		MOE&S, REO, CECs
	vii) Encourage female class prefects/monitors		REO, CECs, Gender working group, and Implementing Partners
	viii) Increase the participation of women in CECs to 40%		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	ix) Pilot income-generating opportunities for female teachers		MOE&S, REO, CECs, Gender working group, and Implementing Partners
2.4 Women's Access to Productive Economic Opportunities Promoted			
	i) Increase opportunities for Family Life Education and "second chance" education for school dropouts		MOE&S and Implementing partners
	ii) Increase opportunities for vocational skills training and certification for women		MOE&S and Implementing partners
	iii) Increase options for skills training on economically viable trade		MOE&S and Implementing partners
	iv) Support income-generating opportunities linked to skill training for girls		MOE&S and Implementing partners
	v) Support pilot microfinance for women groups linked to girls education		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	vi) Expand opportunities for food for training for women in target communities		MOE&S and Implementing partners

Framework For Strategic Intervention Three

FRAMEWORK FOR STRATEGIC INTERVENTION THREE			
Strategy Three: Promote Nationwide Awareness and Advocacy on Participation of Women and Girls in Education			
	Current Situation	Objectives for 2019-2020	Indicators
	i) Generally negative attitude to education for girls ii) Low level of awareness on the value of a girl's education and the contribution of women in development iii) The pastoral lifestyle of the communities with poor access to educational opportunities iv) Negative cultural practices like early marriages and HTP affecting girl's enrolment v) Effects of Koranic schools on starting age for formal education. Most children can only join formal schools after completing Koranic schools	1.1 Networks for advocacy on female participation in education Establish and supported 1.2 Community knowledge and awareness of the value of female participation in education increased 1.3 Stakeholder engagement in local, national fora on female participation in education enhanced	i) Increased knowledge and awareness on the value of a girl's education ii) Willingness to send more girls to school iii) Reduction in early marriages and harmful traditional practices iv) Increased appreciation of the role and contribution of women in development v) Increased awareness of the value of formal education
	Proposed Interventions/Actions	Timeframe	By Whom
3.1 Networks for advocacy on female participation in education Establish and supported			
	i) Establish national and regional networks for the promotion of girl's education	Q2 – Q4 2019	MOE&S Gender working group, and Implementing Partners
	ii) Link advocacy efforts to the regional and global effort to EFA and MDGs	Q1 – Q2 2019 and continuous	MOE&S Gender working group, and Implementing Partners
	iii) Strengthen links with Somali communities in Diaspora to support girls' education	Q1 2019 and continuous	MOE&S Gender working group, and Implementing Partners
	iv) Support documentation and dissemination of good practices on girl's education	Q2 2019 and continuous	MOE&S Gender working group, and Implementing Partners
	v) Build strategic partnerships with media for awareness-raising and advocacy	Effective Q1 2019 and continuous	MOE&S Gender working group, and Implementing Partners
	vi) Promote private sector participation in supporting girl's education	Effective Q1 2020 and continuous	MOE&S Gender working group, and Implementing Partners

3.2 Awareness Campaigns on female participation in education promoted			
	i) Promote awareness on female participation in school opening and closing days (parents days)		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	ii) Support national debate on female participation in education		MOE&S Gender working group, and Implementing Partners
	iii) Support media campaign for girl's education (radio, TV, poetry, etc.)		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	iv) Support community-based mobilization and awareness on girl's education		MOE&S, REO, CECs, Gender working group, and Implementing Partners
	v) Document and disseminate successful life stories of girls		MOE&S Gender working group, and Implementing Partners
3.3 Stakeholder engagement in local, national fora on female participation in education supported			
	Support disseminate relevant policies and guidelines on girl's education to stakeholders		MOE&S, and Partners
	Support organization of the Annual National Conference on Girls' Education linked to 1.2 (ii, v)		MOE&S Gender working group, and Implementing Partners
	Establish/strengthen and maintain links with Global Campaign for Education GCE		MOE&S, and Partners
	Conduct research & disseminate research findings on women and girl's participation in education		MOE&S, Universities, and Implementing
	Establish links with universities and institutions of higher learning in and outside Somaliland to promote dialogue on female participation in education		MOE&S, Universities and Development partners

Two-Year Action Plan 2020

Strategy One: Strengthen the Institutional Capacity of Stakeholders					
Strategic Objective:					
1.1 Institutional Capacity of the Ministry of Education and Science and Partners organizations in promoting female participation in Education Enhanced					
Activities	Timescale	Responsibility	Budget	Funding Agency	Progress
<p>1. Gender Workshop and meetings to clarify the specific policies or guidelines to be used when dealing with female participation in education</p> <p>Implementation: Workshops and meetings within and with relevant stakeholders to come to a common understanding of what policies And guidelines to work with.</p> <p>Outcome: Clarify of goals and mission within the ministry and coordination of interventions among agencies.</p>	September 2019	MOE&S	\$10,000	Save the Children	Done
<p>2. Mainstream gender in all functions of MOE&S.</p> <p>Implementation: Create and carry out an Annual Cycle of training to focus gender department but also including other staff members on specific issues.</p> <p>Outcome: This will ensure that the training are not one-off but that they are continues and of use to staff in conducting their work.</p>	2014, 2015, July 2019.	MOE&S	\$15,000	Funded by different agencies including Mercy Crops USA, UNICEF and NRC	This is ongoing activity

<p>3. Established MOE&S Gender Working Group & Inter-ministerial Working</p> <p>Implementation: Strengthen a quarterly meeting between relevant agencies and partners to meet and look at relevant issues of concern and ways forward</p> <p>Outcome: Contribute to a strong and inclusive partnership approach with local issues raised across partnerships in a high profile forum.</p>	Gender Working Group – Monthly meeting	MOE&S&S	\$5000	SOFHA	Ongoing – Monthly activity
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Strategy Two: primary education Implement equity strategies in primary schools for students, teachers and head-teachers for girls and other marginalized groups.					
Activities	Timescale	Responsibility	Budget	Funding Agency	Progress
<p>1. Provide take-home ration to 21,452 additional girls and Construct 20 girl friendly places in 20 primary schools</p> <p>Implementation: To make census to know the rate of ignorance girls and their specific demand whether is School building or need to get awareness.</p> <p>Outcome: 21452 girls get access to take-home ration on a regular basis</p>		MOE&S&S	\$30,000		

Strategy Three: secondary education improve, expansion and optimize of the number of secondary schools and classrooms while targeting disadvantaged students

Activities	Timescale	Responsibility	Budget	Funding Agency	Progress
<p>1. Construct girl-friendly spaces in ten (10) secondary schools across the country and Generate scholarships for 500 female secondary students from marginalized communities including special needs</p> <p>Implementation: To building 10 secondary schools and improve girls access contrasting for Scholarship both abroad local opportunities.</p> <p>Outcome: To increase girl’s attendance for higher school and reduction for a number of girls those did not attend Schools.</p>		MOE&S&S	\$35,000		
<p>2. Implement teacher’s code of conduct</p> <p>Implementation: Develop self-assessment indicators as well as national guidance and frameworks to guide teachers</p> <p>Outcome: Schools and other organizations are supported to achieve high-quality practice in their approach to teaching. There needs to be continuous monitoring and evaluations of how this is being implemented on the ground</p>		MOE&S&S	\$5000		

Strategy Four: Expanding opportunities for girls and women to participate in the education system					
Activities	Timescale	Responsibility	Budget	Funding Agency	Progress
<p>1. Create Peer Mentors in secondary schools to create a safe environment for girls.</p> <p>Implementation: Develop peer support pilot in primary and secondary schools with necessary training</p> <p>Outcome: Peer Mentors are confident and comfortable to support others and new mentors are recruited and trained each year, ensuring</p>	September 2019. But ongoing activity	MOE&S&S	\$10,000	Y-PEER and UNFPA	Carried out some Peer Mentor trainings in two schools each six regions and Gebiley.
<p>2. Support schools and others to educate children and young girls and boys about the value of education, equality issues, respect and understanding, particularly for girls.</p> <p>Implementation Sensitization to value and importance of education should be reinforced within the classrooms. Teachers can have manuals to create a forum of discussion with students to highlight gender issues and the importance of education for girls in particular</p> <p>Outcome Children and young people's awareness of education and its value and effects is raised. A culture of respect and understanding is promoted and evident.</p>			\$10,000		

Strategy Five: Promoting Nationwide Awareness and Advocacy on Participation of Women and Girls in Education

Strategic Objective

3.1 Networks for advocacy on female participation in education Establish and supported

Activities	Timescale	Responsibility	Budget	Funding Agency	Progress
<p>1. Develop tailored training packages for a range of audiences including, young people, partner agencies, school staff and parents/careers designed to raise awareness on the importance of girl's education</p> <p>Implementation: Create a range of training packs and workshops designs to tackle specific types of stereotypes and misconceptions about girl's education for, parents, young people, staff and professionals including pilot sessions.</p> <p>Outcome: Raised awareness of girl's education issues and individuals empowered to take an active role.</p>		MOE&S&S	\$20,000		
<p>2. Support other agencies to educate children and young people about challenges and obstacles and the importance of girl's education</p> <p>Implementation: In partnership with other organization to widen the awareness-raising campaign</p> <p>Outcome: Parents and young people's awareness of the importance of girl's education and its effects are raised. A culture of respect and understanding is promoted and evident.</p>		MOE&SS	\$10,000		

<p>3. The document, disseminate and reward good practices on girl's education</p> <p>Implementation: Continue involvement with national organizations and include best practice and coordination through quarterly reports.</p> <p>Outcome: Ministry of Education and Science ensuring the education partners are working to national standards and frameworks and embedding best practice.</p>	Ongoing	MOE&S&S	\$20,000		
Total Budget estimated					\$170,000

Chapter 5: Conclusion and Recommendations

5.1 Conclusion

The findings from the consultation process with stakeholders indicated that significant effort is being made to increase female participation in education especially increasing enrolment for girls in schools. However, key constraints to female participation in education were also highlighted in various discussions including capacity constraints on the part of MOE&S and weak coordination of interventions by stakeholders. Somaliland faces significant social and economic development challenges arising from the term civil conflict in the region. The National Strategy and Plan of Action for Female Participation in education is a reflection of the commitment by the Government to address the key strategic goals (1, 4 and 5) highlighted in the education sector strategic plan.

Priority areas that have been identified are key in addressing some of the underlying problems that act as obstacles to girls accessing education. Institutional Development is a key area to develop and place a great deal of emphasis on. Many of those that we interviewed were unanimous that the failure of schools to progress was largely due to the lack of government commitment and capacity to follow up on schools and monitor the situation on the ground. It was continuously reiterated that the problem was the ministries inability to push for implementation. It is very encouraging to see that this issue has been identified and mentioned in the strategic report as this will emphasize the importance of having this issue addressed.

It is also very promising to see that the area of Social Development is being addressed. If realities on the ground are not being addressed then the vision and goal of the strategy remain unrealistic and unattainable. Issues surrounding education are always deeply rooted within cultural and traditional concepts of what it means to be a girl in that society. So in order to tackle some of the barriers that exist understanding this and addresses those issues are vital. Changing attitudes and behavior is the most challenging battles but it is the root cause for many of the practices that are observed. In some of the interviews, women pointed clearly that she had denied her children education because of what she had been raised to believe but regret now due to knowing better. So if social and cultural issues are not addressed then the task ahead for equal education opportunities looks very doubtful.

Education for women is not only a human right but an opportunity to productively engage in the economic development process. In Somaliland the strong cultural influence has a significant impact on attitudes and values as far as education for girls/women is concerned. There is a need for a sustained nationwide campaign to negate this cultural influence that negatively impacts on female participation in education. By addressing some of the institutional constraints and strengthening planning and coordination by stakeholders, Ministry of Education and Science is committing strengthening the participation of women in the education system thereby joining international development partners to fulfill commitments to Education for All and Millennium Development Goals (MDGs).

5.2 Recommendations

Even though strategy makes a point of emphasizing the consultations and discussions that were made with relevant stakeholders it was continuously pointed out by those interviewed in the research those discussions were not wide enough. There is a need to have wider meetings in processes similar to these in order to have a wider base of stakeholders who then feel that their voice was heard and moreover feel a sense of ownership of the policy and have a general understanding of its goals. There needs to also be great emphasizes paid to awareness-raising

about the strategy not only to a select few but to the greater public. The ministry also needs to do a lot to work on its image as it appears that many have become disillusioned and skeptic about its commitment and capacity. It needs to work hard on gaining back peoples trust and confidence that it can take a lead and coordinate education-related issues. In addition, the strategy needs to take up the issue of having separate classes beyond wishful thinking to discussing how this could be made a reality. Lastly, it is important to reflect on the possible deprecations of having a separate gender department within the ministry. The act of setting apart a gender department as a separate office can pose the problem of ghettoizing gender from the rest of the program units and thus leaving gender a concern for only one unit as apposed to the whole ministry. Below are some recommendations for action.

Specific Recommendations

1. Review and harmonies the key policy documents i.e. the Education Act, Education Sector Strategic Plan, and Somaliland National Education Policy to reflect commitments to gender equity, specifically:
 - i. Strengthen the regulatory mechanism to ensure gender equity Ministry of Education and Science system
 - ii. Review Education Act to included provision for free and compulsory primary education for girls
 - iii. Develop a framework for affirmative action in recruitment of women, admissions in higher institutions, access to services, etc.
 - iv. Link appropriate policies and guidelines with other relevant policy processes e.g. the National Gender Policy to ensure conformity with national processes
2. Review the role and functions of the gender department and streamline its operations with other departments of MOE&S
3. Mobilize stakeholders to provide initial funding support for priority areas for year one of the strategy to kick start implementation of the strategy and link future funding to the SWAp process
4. Establish a mechanism for mobilizing resources for promoting female participation in education from non-traditional sources e.g. private sector, Diaspora community, trust funds, etc.
5. Establish a mechanism for mainstreaming gender in the design, planning, and implementation of education programs
6. Establish a Gender Education Monitoring System in the Ministry of Education and Science to ensure that programmes and policies address gender issues rather than women issues
7. Establish a National Trust Fund for Girl's Education

General Recommendations

8. Decentralize management of the education system and strengthen capacity at middle and lower levels for more efficient delivery of services
9. Develop an effective mechanism for coordinating and monitoring support from donor agencies to ensure equitable distribution of development support to all regions

10. Strengthen gender awareness in all departments in the Ministry of Education and Science and promote inter-ministerial planning and coordination of gender and development programmes

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