



**SOMALIA**

Since 1991, Somalia has been plagued by:

- **Conflict, violence and terrorism**
- **Climate and environmental stresses (droughts and floods)**
- **Political instability and fragile governance institutions**
- **Geographical and political fragmentation [Federal Government of Somalia; Puntland (semi-autonomous); and Somaliland (self-declared independence in 1991)]**
- **Low access to basic social services, including education.**
- **Somalia has one of the world's lowest ratios of primary-age children attending. Primary Net Attendance Ratio (NAR) is estimated at 30.1% for boys and 21% for girls**
- **Youth unemployment among the highest in the world, at 67%**



# An Education Investment Imperative - CONTEXT

- **The Education Response in Somalia is underfunded with overall EiE needs of USD 39.6M, of which 12.1% is funded**
- **An estimated 3 million school aged children are out of school**
- **An estimated 2.4 million school-aged children are food insecure**
- **Less than 50% of girls attend primary school & only 25% of adolescents aged 15 to 24 are literate**
- **62% of IDP children age 5-17 years in Somalia are not attending school**
- **92% of adolescents within the official age range for secondary school are not enrolled in secondary education**



# MYRP development – PROCESS 1

- **ECW Scoping mission was conducted in April 2018 with visits to Hargeisa, Mogadishu and Nairobi**
- **Ministries of Education from FGS, Puntland and Somaliland engaged at technical and policy levels throughout**
- **Key players in the development of the MYRP:**  
**Three Ministries of Education/ EiE Strategic Task Teams, the Cluster, the SAG+, ESC and donors**
- **Builds on the Education Sector Strategic Plans (ESSPs), humanitarian strategy and is aligned with the ECW's Strategic Plan**
- **Target Groups: IDPs, rural and pastoralists, returnees and host communities (most disadvantaged & socially excluded children)**



## MYRP development – PROCESS 2

- **Independent consultancy firm contracted to conduct a needs assessment and draft; subsequently a consultant supported the final drafting of the MYRP**
- **The SAG+ provided oversight to the process, agreed on criteria to select grantee for the three programme areas**
- **Through a transparent process three grantees were selected ADRA (FGS), UNICEF (SL), and SCI (Puntland)**
- **The ECW MYRP elaboration process contributed to conflict transformation in getting the three entities to work cohesively towards common goals, advancing ECW's strategic objective #1**



# MYRP – CONTENT (in a nutshell)

- **The overall budget of the MYRP is \$191 million over 3 years (\$ 63 m per year) over the period 2019-2021**
- **ECW seed funding is \$21 million (\$7 million per year divided in three programs on a needs basis: FGS \$2.9; SL \$2.2m; and Puntland \$1.8m)**
- **GAP: Approx. \$56m per year**
- **The MYRP will reach 582,683 children and youth [Somaliland 82,683/ Puntland 40,000/ and the FGS 460,000]**
- **Age groups: 6-13 years and 14-18 years, including 12,000 teachers (40% female).**

# MYRP – CONTENT (in a nutshell)

The proposals share a common consideration in responding to Education Objectives, which are aligned with ECW five education outcomes:

- **Outcome 1: Equitable access to education for emergency-affected children is increased (mainly primary & ABE)**
- **Outcome 2: Learning outcomes are improved for emergency-affected children**
- **Outcome 3: Increased continuity of education is ensured for emergency-affected children**
- **Outcome 4: Gender equity and equality in education access and attainment is improved**
- **Outcome 5: Safe and protective learning environments are provided to affected children**
- **Outcome 6: Education delivery, capacity and management systems are strengthened**



# MYRP – CONTENT

To overcome barriers and ensure durable and long-lasting positive change, the program was developed through the analysis and examination of challenges to education, i.e. on:

- *How to ensure resilience and continuity of education;*
- *Quality learning in safe and protective environments;*
- *Gender and Social Inclusion;*
- *Localization of decision making, system strengthening and Accountability to Affected Population (AAP)*





# MYRP – CONTENT (Somalia TOC)

**Goal: Ensure equitable access to quality education services and a safe and protective environment, improve educational attainment for children affected by crisis, contributing to resilience building within an increasingly peaceful, secure and democratic environment.**

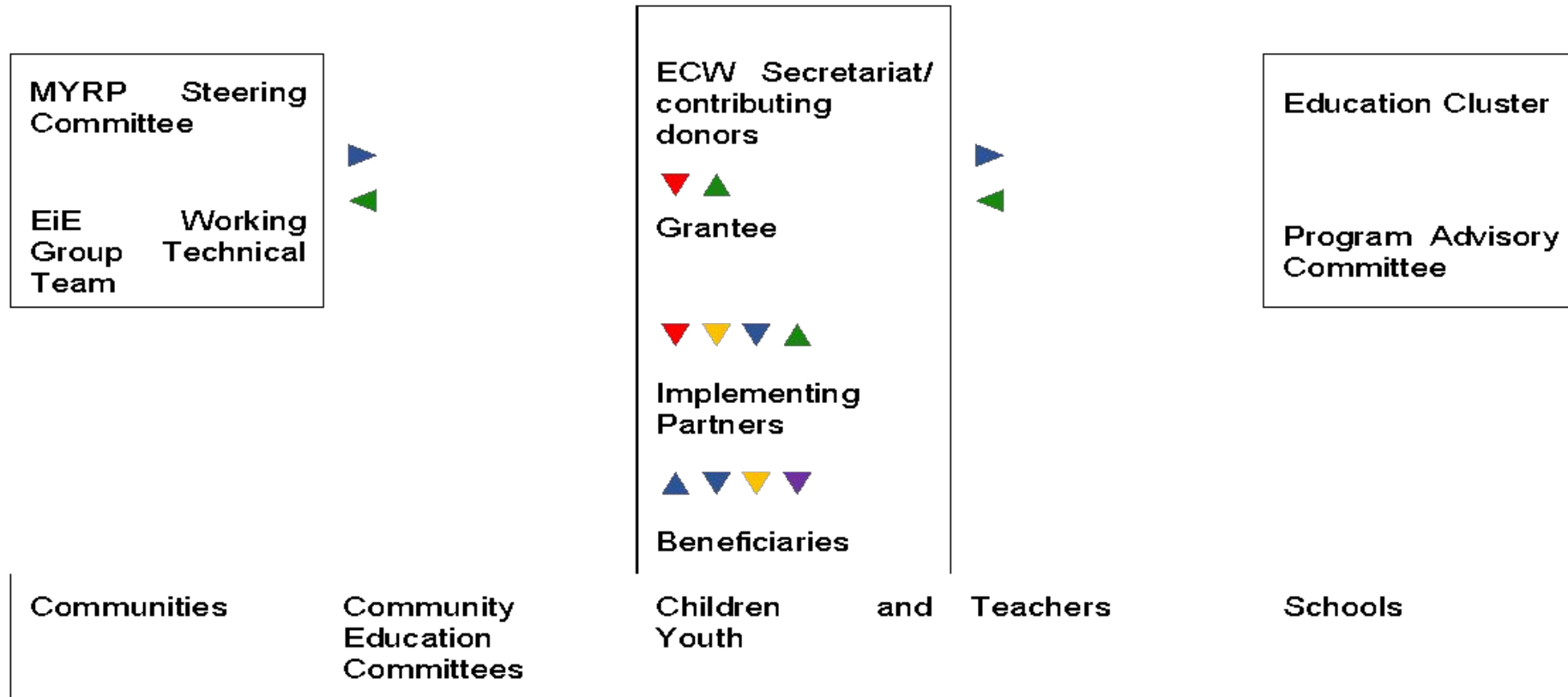
## **It is envisaged that:**

- **School rehabilitation will ensure adequate learning spaces for learners**
- **Access to snacks will improve retention and learning outcomes**
- **Adequate supply of TLM in schools and incentivization of teachers will improve quality of teaching**
- **Barriers related to girls' education will be addressed to improve girls enrolment**
- **Caregivers/parents will become aware of the importance of education for their children**
- **Learning environments made safe for learners, CECs will grasp importance of protection and safeguarding.**
- **The reintegration policy on education will be finalized to ensure that all school-age children enjoy their right**



Program management and governance arrangements are presented in the diagram below. In this diagram the following colour scheme is used:

- A red arrow (▼) indicates a contractual relationship
- An orange arrow (▼) represents flow of funds
- A green arrow (▲) indicates a reporting channel
- A blue arrow (▶) represents a flow of information or advice
- A purple arrow (▼) indicates provision of assistance



## MYRP – RISK MANAGEMENT & ANALYSIS

- Existing and emerging risks will be managed against a comprehensive risk matrix
- Risks are categorized based on context, delivery, operational and fiduciary
- A separate Child Safeguarding (CSG) Risk Assessment is integrated into the programme
- Grantee(s) will monitor and update the overall risk matrix and CSG risk assessment throughout implementation as developments in the context require
- Implementing partners will follow the same approach in regard to their sub-grant-specific risk management plans.
- Implementing partners will apply assurance measures (HACT) and processes
- Audits will be conducted in accordance with Audit policy to manage financial risk.