

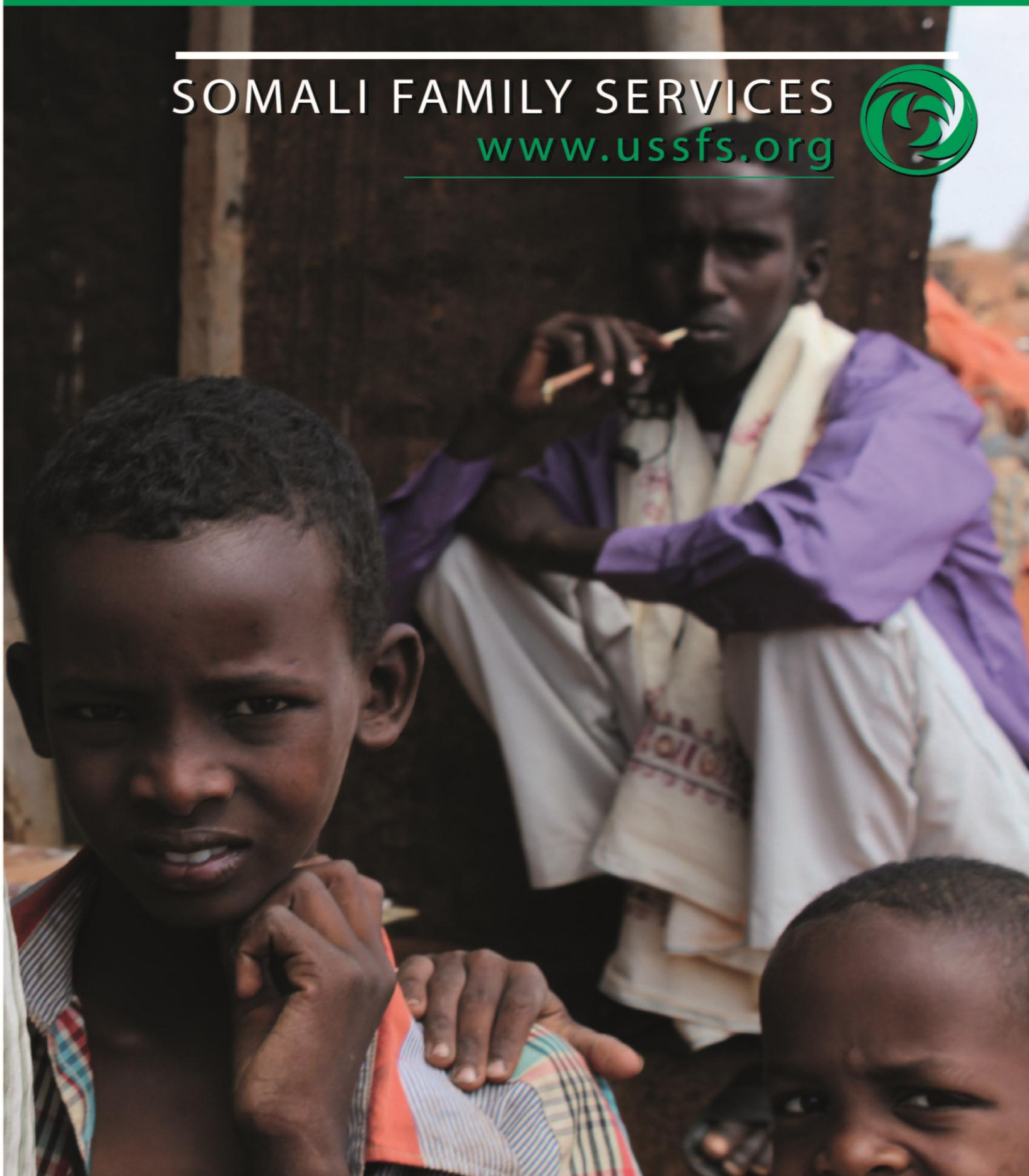
# Education and Skill Development Institute (ESDI)

## 2014 - 2018 Strategic Plan

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SOMALI FAMILY SERVICES  
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## **EXECUTIVE SUMMARY**

The 2014-2018 Strategic Plan represents the Education and Skill Development Institute's guiding document for action in Somalia over the next five years. Somali Family Services (SFS) believes that education is the most powerful way for individual Somalis to enhance their chances at a better future. The overarching objective is to expand educational offerings such that all Somali youth have access to an education, regardless of their families' vocation, their clan, or their gender. This involves working creatively to deliver educational services to those who have not known formal education in generations, and who may be limited by geography, financing and social norms.

Similarly, the Education and Skill Development Institute recognizes that education does not stop after adolescence. The best means to tackle poverty is to allow individuals to pursue their livelihoods with skills that allow them to contribute to the local economy. This likely involves a variety of skill training courses relevant to local communities, although other life skills such as numeracy, literacy, conflict resolution, and civic education also are critical. Education needs to be tailored to each specific locale for maximum impact. Particular attention needs to be paid towards the most disadvantaged and marginalized groups in Somalia – nomadic pastoralists, women, IDPs, urban poor – to ensure they are not left behind.

The Strategy encompasses “one” Somalia – inclusive of three regions Puntland, Somaliland and South Central – although its foundations rest on previous initiatives in Puntland.

The Strategy is based on a holistic cooperative approach that calls for the involvement of a variety of actors and partnerships with the local government and institutions as well as the international community.

The Strategy outlines the vision, mission, values of the Education and Skill Development Institute and how it will position itself to realize these stated goals over the next five years. This plan will serve as a benchmark for objectives, outcomes, outputs, and activities.

**Abdurashid Ali**  
**Executive Director**  
**Somali Family Services**

## BACKGROUND INFORMATION

The current educational indicators in Puntland are very poor, with Somalia ranking near the bottom of the list of developing countries in educational attainment. The sustained lack of government has prevented the delivery of public education, which has been particularly apparent in the low levels of literacy, particularly among disadvantaged groups. Fortunately, over the past few years some progress has been made in providing basic educational options, and SFS continues to do so.

Recently, the Director of Programs and Non-Formal Education at the Ministry of Education, *Mohamad Ali Farah*, outlined his priorities for education in Puntland. In descending order of priority, he listed:

1. *Pastoralist Education*: Nomads constitute over 60 percent of the population but are often unable to attend formal schooling because of their responsibility to their livestock. Despite majority population are pastoralist government has failed for a long time to address social needs of the nomads. Just recently Puntland Ministry of Education included pastoralist education as one of their priority. Nomadic Education requires two targets in that educational offerings must be available alongside water resources for animals such that pastoralists are incentivized to stay. Such a model has worked in Somali-populated areas of Ethiopia. Somalis like meat, milk, export livestock and it is the nomads who take care of it but government is not addressing nomadic needs. One could categorically say, government is not putting food security because nomads produce food.
2. *Skills Training and Vocational Education*: The need for relevant business skills is particularly acute as secondary schools and universities are not preparing people well for work. The lack of large corporations in Puntland also removes a source of competent trainings, which might otherwise train their own employees. Because of this, targeted seminars and workshops teaching vocational skills are a high priority, especially in an area with very low levels of formal employment
3. *Coastal Education*: After pastoralists, coastal peoples are arguably the second largest demographic group in Puntland. Somalia has the largest coastline in Africa, and provides ample opportunity for seafaring employment. Moreover, Puntland has had difficulty in recent years discouraging young men from engaging in piracy, which not only tarnishes the reputation of Puntland but also increases crime, drug and alcohol use and other un-Islamic activities. Engaging in piracy is most often a skill decision due to the lack of other employment opportunities, which further emphasizes the need for education opportunities.
4. *Special Needs Education*: While research is still being conducted to determine the scale of the problem, the Ministry estimates that 23 percent of the country suffers from disabilities. As the Puntland Constitution requires education be provided to all, particular attention needs to be provided for this overlooked segment of the community. The Ministry just recently opened an office in the Primary School Department but it is just a beginning.

The Ministry of Education has a strong working relationship with SFS and will continue to operate well in the near future. When asked specifically about what the Ministry would encourage SFS to pursue, the three primary objectives were as follows:

1. Sustain Pastoralist Education
2. Target the Fishing Communities
3. Expand the Puntland Library and electronic offerings

All three of these goals are consistent with the broader strategies and values of SFS. By building upon their early projects, in pastoralist education and in skills training, SFS is well positioned to help achieve the Ministry's goals. This should only strengthen the relationship between SFS and the Ministry and should better provide future opportunities for cooperation.

## OUR VISION

We envision the nation of Puntland where all children can receive primary education, regardless of gender, clan, or parental occupation, and where everyone has opportunity to pursue a sustainable livelihood.

## OUR MISSION

Somali Family Services (SFS) seeks to promote greater educational opportunities for all Somalis, to pursue innovative models at delivering education to at-risk populations, and to promote vocational and skills training for adults to enhance employment opportunities.

## OUR VALUES

SFS core values are the fundamental principles and standards to which we adhere. They reflect our rich and diverse organizational history, our culture and our identity. In achieving its Vision and Mission, SFS is guided by the following core values:

**Do No Harm:** At the center of the SFS Education Institute is the philosophy of "Do No Harm." SFS will seek to prevent, minimize and avoid situations in which there exists tension between what is best for the community and what is best for SFS. Staff has been trained with this code of conduct and will continue to abide by the values.

**Innovation:** SFS will pursue new, innovative programs to deliver educational opportunities. Many Somalis are unable to attend traditional schools and require untraditional programs to learn.

**Equality and Equity:** SFS will continue a policy of equality and equity in all endeavors they pursue. While adhering to the purview and funding limitations of a given specific project, no individual will be discriminated from participation because of his or her race, clan, gender, age or creed. Coinciding with "Do No Harm," SFS will actively prepare and formulate their projects so that no segment of the population is ostracized and left feeling worse off than before.

## OBJECTIVES

SFS will continue to undertake projects to expand the educational opportunities for all Puntland citizens. Over the next five years, SFS will make concerted efforts to expand their educational offerings to Puntland along the following broad avenues:

1. Promoting access to public education through media, library, technology, community centers and mobile mechanism
2. Skills training and sustainable livelihood promotion
3. Providing educational support to needy populations
4. Promoting civic, voter and peace education within the education system
5. Education advocacy and research

Each one of these individual strategic aims will have a subset of specific goals and strategies.



## POTENTIAL PARTNERS

SFS maintains several existing partnerships with NGOs that cooperate to deliver educational opportunities. There are more organizations willing to tackle development challenges, which should create more opportunities for SFS to participate.

UNICEF, UNESCO and other United Nations agencies have the largest presence in Garowe. UNICEF has taken the lead on several educational initiatives, mostly focused on primary education (their mandate is targeted at children). Teija Vallandingham, UNICEF education specialist, has confirmed UNICEF's involvement in many traditional educational schemes, but is also open to new ideas, such as boarding schools and early childhood development. UNICEF and other UN organizations are always looking for Somali organizations with which to partner, and expressed willingness to expand cooperation with SFS in the future.

CARE International and Save the Children are some of the largest humanitarian organizations operating in Puntland. They are often able to coordinate large-scale projects and bring together consortia – Relief International and CARE is leading a girl education program at the time of this writing. Their scale can be advantageous and they can serve as interlocutors for SFS and other development organizations.

Smaller organizations, such as Mercy Corps and Relief International, also have a presence in Puntland. They actively seek to expand their operations but are often limited by their capacity on the ground. These organizations are very interested in partnering with SFS to improve their offerings, and should be targeted. SFS has a particularly strong relationship working with Diakonia, and should look to continue this relationship into the future.

International development agencies, such as DfID, USAID and SIDA, are active supporters of development initiatives in Somalia. From time to time, they call for concept notes and proposals for projects to fund. The grants awarded are usually larger by orders of magnitude than the projects SFS manages, but should still be followed closely for potential partnership opportunities. Some agencies like USAID are actively seeking to fund smaller grants to target local NGOs, and should be followed accordingly.

SFS currently has a working relationship with Georgetown University, from which it attracts volunteer interns to work from June to August. If SFS has the capacity to manage additional interns, SFS could pursue a relationship with other international affairs schools, such as Johns Hopkins SAIS, American University and George Washington University.

### *Objective 1: Promoting Access to Public Education through Media, Technology, Library and Community Centers*

**Situation Analysis:** SFS currently hosts the Puntland Library and Resource Center (PLRC), which feature a library; several study areas, a café and an internet laboratory, all open to the public. As the only operating public library in Garowe, it is a centerpiece of the local community and attracts people from all ages. It is an invaluable resource—university students often come to study alongside primary school students—and should continue along its own goals in the near future.

#### **Implementation Strategy:**

- The PLRC should continue to serve as a bastion of learning into the near future. The PLRC continues to receive textbooks for students while offering places to study. This operation should be sustained and improved upon to provide the opportunity for students to best further their studies.

- Similarly, the PLRC model can be duplicated in other Puntland communities. Developing a similar center in other major towns, including but not limited to Eyl, Bosaso, Qardho and Galkayo are all well within the realm of possibilities. While reliable staff will be needed to operate these remote facilities, the model has already succeeded and could be used to bring communities together through a shared respect of PLRC branches
- Additionally, new and creative ideas should be used to bring the benefits of the PLRC to other Puntland Communities. A mobile library and technology center could serve the remote villages and pastoralist communities that constitute a majority of Puntland's population. This model has already succeeded in Zimbabwe and Botswana, and could bring the benefits of the internet and distance education to needy populations. Alternatively, mobile bookmobiles could work without the technology element. The Camel Library operating in Northeast Province of Kenya is a model that could work in a similar Somali landscape.
- PLRC should investigate the possibility of adding electronic literature and eBook readers. There is a limited amount of literature published in Somali outside of religious texts. However, there is abundant Somali language media available through online publications, newsletters and blogs. Electronic books will allow students to access a wealth of Somali literature otherwise unattainable. Moreover, eBooks with an internet connection can bring students closer to range of literature and learning materials that a printed book library could never accomplish.
- Finally, PLRC is the home to Garowe's first public radio station, Radio Sahan. With trained staff, Radio Sahan offers a professional outlet to reaching the masses in and around Garowe. SFS and Radio Sahan should develop programming that furthers educational goals throughout Nugal, and should explore ideas about educational programming for children and young adults.



**Figure 1.** The Community engaging in program discussions hosted at the Puntland Library and Resource Centre (PLRC)

<b>Objective 1</b> <u>Promoting Access to Public Education through Media, Technology, Library and Community Centers</u>
<b>Outcome 1:</b> <b>Communities have expanded access to communal study space and learning materials</b>
<b>Outputs:</b> 1.1 Demonstrated support from the community for those who pursue education 1.2 Broader educational offerings with expanded content available to youth 1.3 Expanded study space and community centers throughout the country
<b>Activities:</b> 1.1 Sustain the PLRC and organize the remaining donated books so students can use them 1.2 Advocate for additional books to be shipped to Garowe 1.3 Expand the PLRC to other Puntland communities, such as Gardo, Eyl or Bosaso
<b>Outcome 2:</b> <b>A larger Somali community has access to literature, information and media from around the world through technological advances</b>
<b>Outputs</b> 2.1 Remote populations in Puntland have access to literature and reading material 2.2 Remote populations in Puntland have access to the internet and information from beyond their local communities 2.3. PLRC has expanded educational materials that published books could not provide 2.4 Rural populations benefit from educational programming that they could not receive at the library in person
<b>Activities:</b> 2.1 Create, fund and organize mobile libraries to reach remote populations 2.2 Create, fund and organize mobile technology centers to reach remote populations 2.3 Purchase and arrange for the addition of e-books and e-readers to be added to the PLRC 2.4 Create educational programming to be played on Radio Sahan to reach marginalized populations

### Our Track Record:

SFS has established the first public library in Puntland, to overwhelming success. Students from primary to tertiary levels visit the library to study, and people congregate in the communal space to exchange information and use the internet stations. Tutoring programs and conferences are also held on the premises, and the PLRC also houses a new public radio station. There are significant opportunities to expand their reading materials and offerings, as well as to organize existing donations to make them available for public use.

### Risk Assessment:

Communities outside of Garowe may meet a PLRC expansion with suspicion without being aware of the benefits. Conflicting clan allegiances may make implementation difficult, particularly in towns with several clans comingling. The route of any mobile library and technology center could be perceived as a political ploy, intended to favor certain individuals over others. Particular attention needs to be paid to ensure that library benefits are not perceived as exclusive but rather open to all community members, even though normally education projects are not subject to clan suspicion. Furthermore, logistics including security, electricity and accessibility may make expansion very difficult to implement.

### *Objective 2: Skills Training and Sustainable Livelihood Promotion*

**Situation Analysis:** Over eighty percent of the Puntland workforce is employed outside the formal labor market. Technical and vocational training remains minimal, leaving many without the opportunity to learn skilled trades. There remains significant demand from local populations to learn skills in order to gain a livelihood and work to support their families. SFS has ample experience in offering skills training courses, and should seek to replicate its success.

#### **Implementation Strategy:**

- Basic literacy, numeracy and financial management workshops have yielded success. Often coupled with microgrants, these trainings have allowed many participants to invest in business ideas that allow them to escape dire poverty. Individual projects will produce suggestions and means for improvement but sustained skills training courses should continue and be reiterated in Galkayo, Bosaso and Garowe.
- Veritable data regarding current employment figures and opportunities are required to best determine which vocational trainings should be pursued. SFS should help with the effort to undertake a business census and see exactly how many people are employed in given professions. This is one of the many priorities detailed at the National Educational Conference in Mogadishu in June 2013. Determining which areas of need are the highest will best allow SFS to cater future workshops, which will increase the success rate of participants.
- SFS should think creatively about how to target additional population's especially urban poor, nomadic community, coastal community and IDPs. A recent project involved establishing a fish market to address the growing demand for fish from IDP populations. New developments and changes to Puntland's social fabric should produce creative and new ideas.



<b>Objective 2</b> <u>Skills Training and Sustainable Livelihood Promotion</u>
<b>Outcome 1:</b> <b>Communities receive skilled training courses on a variety of subjects, entrepreneurial advice and microgrants to improve their way of life</b>
<b>Outputs:</b> 1.1 Unemployed Somalis are trained for an occupation and better able to earn a living 1.2 Existing businesses work together with entrepreneurs to share best practices but also to network within the community 1.3 Entrepreneurs receive initial investments to launch businesses and employ people
<b>Activities:</b> 1.1 Provide training courses to best prepare students for a specific occupation 1.2 Offer consulting services and management advice to encourage young businesses to flourish 1.3 Offer microgrants to provide financial capital for entrepreneurs
<b>Outcome 2:</b> <b>Marginalized populations have enhanced ability to pursue a sustainable livelihood that contributes to the local economy</b>
<b>Outputs</b> 2.1 Urban poor and IDPs will have opportunity to cooperate and humanize each other 2.2 Pastoralists will be learn skills to counter their poverty 2.3. Coastal communities will have a diminished incentive to pursue piracy 2.4
<b>Activities:</b> 2.1 Create skilled training courses required for IDP and host community residents to work on teams towards a shared business model 2.2 Target pastoralists and teach them skills that can help them integrate and work with urban residents (financial literacy, etc.) 2.3 Target coastal community youth for business training to provide them with alternatives to earning a living as a pirate 2.4 Create educational programming to be played on Radio Sahan to reach marginalized populations
<b>Outcome 3:</b> Information is collected on the current job market as well as on employment trends
<b>Outputs:</b> 3.1 Data is available on job openings to inform program managers of skill training courses as well as for the general public to tailor their own education 3.2 Government can better conduct Skill policy by understanding their local economy
<b>Activities</b> 3.1 Survey current employers and create a census to determine what existing businesses exist and the extent to which they employ workers 3.2 Work with local government to ensure data is used purposefully to drive Skill policy

### Our Track Record:

SFS has already conducted several skills training courses in Garowe, Bosaso and Galkacyo, to positive reception. SFS has proposed projects in Eyl in the near future as well. While the scale of the program is small, it has nonetheless been successful in helping people start businesses and learn trades.



**Figure 2.** Attendees taking notes during a Training Workshop at the Puntland Library and Resource Centre (PLRC)

### Risk Assessment:

Like the library, skills training courses could be conducted in a manner that unfairly favors certain clans over others. The needs of the community may not be properly matched with the skills being taught. It is possible to train a larger number of individuals for a certain profession than the local Puntland community can sustain. Moreover, it is possible that SFS programs could be redundant and could replicate efforts of other development agencies without proper coordination, rendering the training moot. Particular care should be given in planning skills training courses to avoid the problem of job oversaturation upon completion, which could negatively affect future skills training courses.

Earning a job and maintaining a job are different goals, ensuring that recipients internalize skills and improve upon them rather than simply running through the motions will help determine their success in their careers. The lack of follow up efforts limits the effectiveness of the training programs.

### *Objective 3: Providing Educational Support to Needy Populations*

**Situation Analysis:** While Puntland has recently witnessed significant progress in educational attainment, most of the gains have been confined to urban areas and the local host communities. Many populations

remain unreached and underserved. SFS is committed to continuing efforts to provide educational opportunities to these disadvantaged segments of Somalia, including women, internally displaced peoples

(IDPs), urban poor and pastoralists. These disadvantage groups have three categorizes; 1) children who need basic education 2) youth who need ABA and 3) adults who need life skill management. For instance, nomadic adults may need to learn life skill management about how to send some of their children to school while others are riding animals. One group could do in the afternoon while others could do in the morning.

### **Implementation Strategy:**

- Pastoralist education remains the utmost priority for the Ministry of Education, as pastoralists and nomads constitute the majority of the Puntland population. SFS is participating in its first project to support pastoralist education and should continue its dedication in the near future. This may include paying teachers' salaries in remote school locations or paying for scholarships for nomadic children to attend existing schools
- Establishing boarding schools for pastoralist children could prove to be a highly effective way to dramatically improve the lives of at-risk Somali youth. The success of Abaarso Tech School of Science and Technology could be a model upon which to base future programs, funding permitting. By having a boarding component, Somali students from all backgrounds can compete equally and have equal access to education, regardless of their families' profession or livelihood. In March 2013, the Turkish Red Crescent Aid Society announced their intentions to launch a vocational boarding school to teach 360 students machinery, computer and electronic skills, which suggests this model is gaining popularity. Boarding schools could be created specifically for pastoralists, fishermen, IDPs, host community poor, or any combination of the aforementioned populations
- Women remain underserved and score below men on almost all educational attainment indicators. SFS should apply particular focus to identifying and determining the root causes of why girls are not in school as often as boys. Several creative outcomes are possible. Public radio programming coordinated with Radio Sahan could disseminate the message of the importance of educating women in hopes of persuading public opinion. Financially incentivizing parents to send their daughters to school could boost attendance rates. And creating women-specific venues and centers where women are safe and encouraged to congregate among themselves could create the "pull" factor that attracts women to education.
- IDPs are one of the most underserved populations within Puntland. As of July 2013, the United Nations High Commission for Refugees (UNHCR) estimated that 129,000 IDPs lived in Puntland, with 10,000 in Nugal province alone. Displaced peoples are often ostracized from host communities, and the ensuing lack of opportunity often leads to increases in violence and crime. Their need is unmet without formal schools available to them. Individual skills training seminars and vocational training efforts could help, if targeted effectively. Recent SFS efforts have been successful in expanding the opportunities available, but more needs to be done.
- Substantial number of urban poor in Garowe suffers from low educational attainment. They cannot afford to pursue an education and better their lives. SFS should consider ways to identify, target and incentivize Garowe youth to stay in school. This could include a variety of programs, including free lunches, scholarships and after-school programs.

<b>Objective 3</b> <u>Providing Educational Support to Needy Populations</u>
<b>Outcome 1:</b> <b>Pastoralists have a higher quality of life</b>
<b>Outputs:</b> 1.1 Pastoralists have higher literacy and can better interact with the sedentary communities 1.2 Nomadic youth have access to formal, traditional education 1.3 Nomadic adults can better negotiate for their livestock and can better earn a living
<b>Activities:</b> 1.1 Hire, support and provide incentives for nomadic teachers to expand nomadic education 1.2 Investigate and pursue a boarding school targeting nomadic youth 1.3 Offer life skill training and basic numeracy and literacy courses specifically dedicated to pastoralists
<b>Outcome 2:</b> <b>Women have an expanded role in the workforce and economy</b>
<b>Outputs</b> 2.1 Women with young children are no longer excluded from the workforce 2.2 Women are more likely to complete schooling 2.3. Women are encouraged to study, both for their benefit and the social factor 2.4 Women gain knowledge about best practices to raise their children
<b>Activities:</b> 2.1 Create early childhood development centers 2.2 Offer scholarships and grants to encourage women to pursue secondary and tertiary education 2.3 Offer women's only study groups with local tutors 2.4 Offer nutrition, family planning and health courses for women
<b>Outcome 3:</b> IDPs are better educated and better integrated into local economies
<b>Outputs:</b> 3.1 IDP youth internalize the need for education, take advantage of library resources and work with other students to educate themselves 3.2 IDP youth are better able to have an education 3.3 IDP and host community youth exhibit less tension
<b>Activities:</b> 3.1 Continue programs to bring IDP youth to the PLRC 3.2 Fund and support educational efforts in IDP camps 3.3 Lead activities that allow IDP and host community youth to work together as a team

**Our Track Record:**

SFS has emphasized targeting marginalized communities. SFS is participating in a consortium of development agencies to fund nomadic education, and has offered several vocational training courses dedicated to IDPs, women and urban poor. This emphasis will likely continue in the future.



**Figure 3.** Encouraging Women Participation in Community Programs and Discussion at the Puntland Library and Resource Centre

**Risk Assessment:**

The distribution of educational opportunities could create a perception of favoritism that needs to be avoided. Distinct segments of the population could feel they are losing out as other others gain, e.g. IDPs and host communities, urban and pastoralists, internecine clan fighting, etc. Education by virtue is a continuous process, and challenges to sustainability, including financial, political, social and environmental factors, remain common. SFS should ensure that education projects are sustainable and able to continue for the near future to avoid disappointing lofty expectations.

Some projects may be difficult to implement in the Somali culture. Boarding schools for girls suffer from mistrust from parents, from a perception of insecurity, and from countering a belief that girls belong in the home.



#### *Objective 4: Promoting civic, voter and peace education within the education system*

**Situation Analysis:** Puntland remains a dangerous nation with high levels of violent crime. While danger is less prevalent than in other parts of Somalia, violence continues to affect the lives of Puntlanders

everyday. As violence has remained continuously present over the past two decades, it has sadly become a socially accepted norm of behavior. In conjunction with the Governance and Media & Peace building Institutes, SFS Education Institute should develop a platform to promote peace education. Distinct peace education trainings should focus on promoting a collective desire for peace, nonviolent ways for managing conflict, and skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

#### **Implementation Strategy:**

- Peace education and conflict resolution trainings should be conducted with urban youth to train individuals to resolve inter-personal disputes through techniques of negotiation and peer mediation. In conjunction with the Governance Institute and the Media & Peace building Institute, youth activities should be created to help youth learn to manage anger, “fight fair” and improve communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions.
- Voter and civic education should be developed to educate Puntlanders about their government as a means of social change, in coordination with the Governance Institute. In addition to specific seminars on how to cast a ballot, SFS should expand to conduct workshops explaining democracy, tolerance of adversity and conscientious objection. SFS can teach people what to expect from a democracy, what to demand from their elected officials, and how to express their political views to get their voices heard. In the words of the US State Department, SFS should promote “the commitment of citizens who accept the inevitability of conflict as well as the necessity for tolerance.”
- Human rights education workshops can raise awareness about personal freedoms and protect individuals from violence, oppression and indignity. Workshops can target vulnerable populations like women and IDPs, and can discuss what can be done to counter gender-based violence (GBV) and female genital mutilation, among others. SFS already has experience leading GBV seminars and should build upon their experience.
- Elder education seminars should be conducted to reach the most powerful members of society. While educating youth will sow the seeds of future prosperity, it is imperative that clan elders agree and condone peace education efforts. SFS should hold workshops and forums dedicated specifically towards educating clan elders, making them aware of what other projects are occurring and assuring them that their interests are not going to lose out.

<b>Objective 4</b> <u>Promoting civic, voter and peace education within the education system</u>
<b>Outcome 1:</b> <b>Conflict is avoided through peaceful resolution</b>
<b>Outputs:</b> 1.1 Lower crime rate as disputes are solved peacefully 1.2 Elders are more involved and supportive of government efforts 1.3 Peace rather than violence becomes the norm for problem solving
<b>Activities:</b> 1.1 Provide anger management and conflict resolution trainings to young men 1.2 Conduct elder education to educate clan leaders about their roles in civil society as well as to learn how they expect to participate 1.3 Create programming for radio Sahan to disseminate the message
<b>Outcome 2:</b> <b>Somalis are more aware and knowledgeable about the responsibilities and duties of their government</b>
<b>Outputs</b> 2.1 Somalis understand how to peacefully express their political opinions 2.2 Enhanced Somali demand for democracy 2.3. More accountability from the Puntland government
<b>Activities:</b> 2.1 Conduct voter education drives 2.2 Promote democracy as an alternative to clan-based politics 2.3 Create educational programming and workshops to explain how government should operate and what citizens can expect from their leaders
<b>Outcome 3:</b> <b>Human rights in Somalia will be enhanced</b>
<b>Outputs:</b> 3.1 Increased respect for women and girls 3.2 Pervasive information about the performance of government and human rights abuses
<b>Activities</b> 3.1 Continue efforts to counter gender-based violence and female genital mutilation 3.2 In conjunction with the media department, promote a fair and free media

**Our Track Record:**

SFS has extensive experience promoting election awareness and voter education. They also have conducted media training sessions to promote a freer media in Puntland. Explicit conflict resolution trainings have not yet been attempted.



**Figure 4.** Elders engaging in Community Discussion at the Puntland Library and Resource Centre

**Risk Assessment:**

There is inherent risk in addressing conflict. Openly discussing grievances can ignite long simmering tensions, which can inadvertently boil over into the conflict originally intended to be resolved. Older youth could be more jaded and less willing to accept conflict resolution strategies to solve disputes, yet this should not deter programming from attempting to reach younger generations.

Haphazard descriptions of the values of democracy can undermine local authority by creating the perception of Western influence. Somalis are skeptical and cautious by nature. Insensitive civic and voter education can create the appearance of favoritism to one party, which could negatively affect peace building efforts. Extreme caution and diligence needs to be meted out in order to ensure the success of peace education efforts.

*Objective 5: Education Advocacy and Research*

**Situation Analysis:** The Puntland government remains a work in progress. While substantial advancement has been made in delivering educational services, much work needs to be done to realize a system capable of educating the population from primary through tertiary levels. INGOs have considerable influence to contribute and shape educational programs in Puntland. SFS remains in a prime position to affect local educational change by advocating for educational support from both the government and local communities.

## Implementation Strategy:

- SFS should advocate the Ministry of Education to launch new development projects that match with SFS Education Institute objectives. Currently SFS maintains strong relationships with the Ministry of Education, and should leverage those connections to see SFS initiatives being prioritized
- SFS should continue to network with other INGOs operating in Garowe and greater Puntland. The possibilities for collaboration are endless and relationships with other organizations can better ensure SFS can accomplish their initiatives in the future. Using the PLRC as a forum to host other INGOs working in Garowe could help build a sense of community and can raise awareness of SFS activities in the region
- SFS should promote the value of education to the Puntland people. In conjunction with the Media Institute, SFS should use Radio Sahan to disseminate a message promoting education and supporting those who attend schools. Additionally, SFS should consider offering scholarships and announcing and broadcasting the scholarships on air, to further promote educational attainment and take advantage of the widespread adoption of radio
- SFS should create an educational research library to track and monitor the success of education projects. SFS should share results and techniques with other INGOs, to identify successful methodologies for implementation. In addition, the research division should continue to seek external resources and technical assistance for best practices to ensure that applicable educational ideas are being used

<b>Objective 5</b> <u>Educational Advocacy and Research</u>
<b>Outcome 1:</b> <b>Somalis have a greater appreciation for education</b>
<b>Outputs:</b> 1.1 Expand PLRC offerings 1.2 Widespread knowledge about the value of education 1.3 Students are better able to pursue their studies
<b>Activities:</b> 1.1 Host more educational events at the PLRC to bring new crowds to the library but also to expose current customers to new ideas and educational opportunities 1.2 Create radio programming promoting the value of education 1.3 Offer scholarships to students
<b>Outcome 2:</b> <b>SFS has more cooperation with the government, Ministry of Education, and other NGOs</b>
<b>Outputs</b> 2.1 SFS has more experience and knowledge to offer to development partners and consortia 2.2 SFS expands educational ideas to bring more to the table, enhancing their value as a development partner 2.3. SFS is best positioned to know what priorities the Ministry is pursuing 2.4 SFS is better connected to and valued among other organizations
<b>Activities:</b> 2.1 SFS keeps extensive track record of existing educational projects occurring in Puntland and accumulates best practices 2.2 SFS reaches out to education experts in the US, UK, World Bank and other resources to bring ideas to Somalis 2.3 SFS maintains relationships with Ministry of Education and seeks to make more connections 2.4 Invite other organizations to use the PLRC for mutually beneficial agreements

### Our Track Record:

SFS has strong relationships with many other actors in education in Garowe. They have collaborated with multiple organizations and have garnered success. SFS maintains strong personal relationships with government officials who can directly shape education policy.

### Risk Assessment:

Cooperation with local INGOs can limit SFS creativity and detract from SFS efforts to spearhead individual projects. Close ties to the administration can diminish work ethic and create a perception of corruption. Professional work relationships must be maintained with the government, INGOs and the public at all times.

### SFS Education Experience

In creating an education strategy, it is essential to define the strengths and weaknesses of SFS. SFS only recently entered the education realm but has participated in several initiatives that were met with success. The projects that were completed or are ongoing include:

1. *Nomadic Education*: SFS helps support six schools, two in Garowe and four in rural areas of Nugal, and serves 450 students. SFS pays monthly incentives of \$60 each to 11 teachers, and the Ministry of Education also pays incentives to the same teachers. Nomadic schools start with the normal Puntland academic year and school sessions are the same as the formal ones. The project is ongoing, with one year completed of two-year duration. It is a pilot project with a possible extension. SFS is working with a consortium of agencies, including Save the Children and Dandor, with UNICEF funding.
2. *Skills Training and Microgrants*: SFS has undertaken a vocational training program for IDPs. Functional literacy and numeracy training has been provided for all, and microgrants were offered to 70 women. Additionally, forums and workshops on gender-based violence accompanied the grants.
3. *Youth At Risk*: SFS conducted entrepreneurship trainings and offered microgrants for young men in Bosaso and Galkayo. In addition to cash-for-work offerings, SFS led a business competition that encouraged the men to form groups and create businesses. Additionally, in 2011 SFS conducted "Somali youth livelihood program" (SYLP) with EDC funding in Garowe. Over 170 trainees have benefited from this program; 86 of them trained on financial and computer literacy and 84 trained on basic production and business skills. A job placement followed thereafter that enabled competitive trainees to get jobs. The target beneficiaries of the project were 170 youth from the host community between the ages of 15-24 years (male and female).
4. *Girls Education*: SFS has been assigned to make libraries for schools existing in Nugal. SFS is partnering with Relief International, and should be starting this month.

SFS has had the most experience with skills training courses and individual workshops. They do not have the capability or expertise as yet to operate and manage an entire school but are adept at identifying the problematic areas and working with other aid agencies to achieve success.



## Other Relevant Background Information

The Millennium Development Goals (MDGs) are eight international development goals and targets that were officially established by the United Nations in 2000. Several MDGs align with SFS Education Institute goals, including:

*Goal 1: Eradicate Extreme Poverty and Hunger*

*Goal 2: Achieve Universal Primary Education*

*Goal 3: Promote Gender Parity and Empower Women*

**Target 1a and 1b:** Halve, between 1991 and 2015, the proportion of people living in extreme poverty (whose income is less than \$1 per day) and the proportion of people who suffer from hunger (below minimum level of dietary consumption)

**Target 2:** Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

**Target 3:** Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015

Progress on the goals has been uneven and difficult to monitor. The only MDG progress reports on Somalia were undertaken in 2007 and 2012, which heavily rely upon a 2002 UNDP Socio-skill survey. The likelihood of achieving all MDGs remains highly unlikely, although the goal of attaining universal primary education still remains possible with concerted effort and consistently applied financial resources. The emphasis placed by the international community on MDGs underscores the need for SFS to incorporate their foci into the Education Institute's development work.

The recent National Education Conference for Somalia convened July 18-20, 2013, in Mogadishu and was attended by educational stakeholders from federal, state and local governments, NGOs, religious scholars, international development partners, universities and private educational institutions, among others. They agreed to pursue a platform emphasizing five "thematic thrusts" including:

1. *Education Governance*
2. *Access to Education*
3. *Quality of Education*
4. *Higher Education*
5. *Youth Education*

Of these themes, SFS is particularly well suited to assist with the goal of expanding access to education and furthering youth education. "Access" encompasses many initiatives that SFS already currently pursues, including innovative nomadic education, temporary schools and Quranic primary education. Similarly, it emphasizes the need to target marginalized groups, including IDPs, nomadic children and girls. SFS currently has ongoing projects targeting these populations. This is also consistent with the general provisions of educational attainment stipulated by the Puntland Education Policy Paper, released by the Ministry of Education in 2012.



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