



**MINISTRY OF EDUCATION AND HIGHER EDUCATION
PUNTLAND STATE OF SOMALIA**

**EDUCATION SECTOR SERVICE DELIVERY
GUIDELINE**

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1. Introduction.

The Joint Program on Local Governance (JPLG) is a resourceful program that supports decentralization process, capacity building for local governments and district level service delivery in Puntland and Somalia at large by strengthening local governance and improving the ability of local authorities to reach out to their communities and deliver local development. The program supports the emergence of autonomous and accountable local governments and of progressive decentralization policy and legal frameworks. It facilitates the establishment of linkages, mutual cooperation and accountability between local authorities, constituent communities, and central ministries.

The Joint Programme which has five partners including ILO, UNCDF, UNDP, UN-HABITAT and UNICEF, is aligned with the UN Somali Assistance Strategy (UNSAS), 2010 – 2015 and contributes to at least five of the Millennium Development Goals (MDGs). JPLG phase two builds on the successes achieved during the phase one and maintains the same focus of strengthening local government as a means of enhancing the delivery of services to citizens and restoring confidence and credibility in Puntland State.

Government of Puntland is committed to strengthening Local Governance and has shown its commitment by passing ambitious laws in this direction. The program had supported sector studies in the sector of Education which recommended the need for promoting better linkage between the central ministry and the local governance institutions in order to achieve better service delivery.

As a result, a pilot is being developed to achieve this objective in the Education sector. The proposed pilot will try to devolve certain education functions that are being managed centrally by the Ministry of Education and Higher Education at present, to the district level in order to gain efficiency and better management of education delivery services, by involving the community at various levels of decision making and implementation.

1.1 Objectives.

The overall objective of this guideline is to strength service delivery and improve local self-governance by establishing linkages between the Ministry of Education and Higher Education and local governments and specifically the focus is on the following key areas;

1. Devolving certain education functions to the district level in order to gain efficiency and better management of education services delivery, as well as strengthened local self-governance.
2. To create an ownership of the education service delivery amongst the district councils/communities and encourage them to contribute to the improvements in terms of sharing of resources and responsibility, as per the centrally agreed norms and policies.
3. Provide school grants to increase school enrollment rates (particularly children from marginalized families) by lessening school fee burden on poor families and improve quality of the learning facilities.

1.3. Purpose and functions to be devolved.

The Ministry of Education and Higher Education is to propose and delegate certain functions that are currently managed by the ministry to the local district authorities as a pilot project. Some of the functions to devolve are as follows;

1.3.1 Routine school maintenance.

Activities like maintenance of water points, provision of soaps for hand washing, hygienic storage of water, maintenance of toilets, painting of school building, maintenance of blackboards, purchase of chalk, payment of water bills, school furniture repairing, payment of salaries for cleaners and security guards.

1.3.2 Few quality assurance activities.

This covers roles such as

- Undertaking school inspections;

- Checking school enrollment rates and attendance;
- Availability of Teaching and Learning Material; and
- Planning for new class rooms and school upgrade.

1.4 Selection of pilot districts.

According to Puntland Decentralization Policy, districts are divided into categories based on their maturity in terms of capacity to deliver service. In consultation with the Ministry of Education at least three or four districts in Category A should be identified (e.g Galkaio, Garowe and Bosaso). The Ministry of Education will allow to devolve proposed functions probably the ones indicated above. The ministry will test the pilot project for a maximum period of one year.

1.4.1. Initial consultation process.

The Ministry of Education and Higher should take consultative meeting and discussions with the Mayors of the selected Local Authorities to pilot the education activities. The Local Authorities of the selected pilot districts should come up a reasonable plan focusing on the implementation of education services delivery.

1.5 Establishment of district education committee.

There is need to establish district education committee at district local authorities level that spearheads the implementation of the education service delivery activities. The committee members should be committed and talented peoples that has good knowledge and experience related to social affairs particularly education sector. The members of the committee should consist a maximum of 7 members who are represents from the district council, social affairs department, district education officer, business community and women and youth representatives. The Mayor will appoint and at the same time lead the committee. The Ministry of Education should support and build the capacity of the committees so that they perform their

responsibilities. Terms of Reference (ToR) which demonstrates the duties and mandates of the district education committee should be developed and adapted.

1.6 Set selection criteria for target schools.

The appointed district education committee members should prepare selection criteria for schools to target during the pilot project. School selection criteria should determine the level school (basically primary school), high enrollment rate, public or community owned school. Primary schools located within the main towns should be targeted and selected in the first place, while later rural areas to be targeted. A maximum of 4 or 5 primary schools per each district should be targeted during the pilot project.

1.7 School needs assessment.

The district education committee should carry out need assessment in the selected primary schools. During the need assessment the committee should engage and consult the school Head teacher and the community education committee members. The focus of the school needs assessment should in line with the proposed functions devolved by the Ministry of Education. In other words, areas such as classroom rehabilitation, painting of school building, broken chair and tables, toilets, WASH facilities, availability of water and electricity facilities should be assessed. After the need assessment of every schools, the committee should develop and a detailed report as well as costing budget breakdown for each school and share with concerned parties such as the District Mayor as well as the Ministry of Education.

1.8 Funding Modality.

The Ministry of Education should transfer funds from the partners (i.e UNICEF) to the local authorities. At district level Mayors should open a separate account at local banks. All funds should be disbursed and used in accordance with the prescribed plans. No funds should be disbursed without signing Memorandum of Understanding between the Ministry of Education and the District Authorities.

1.9 Proposed roles of different stakeholders.

1.9.1 Ministry of Education and Higher Education:

1. Develop the criteria for undertaking routine school maintenance and quality assurance activities.
2. Develop guidelines for utilization of money, fund flow, monitoring at different levels, and reporting.
3. Assign the relevant officials in the selected districts (REOs/DEOs) to facilitate/undertake the activities agreed in the concept note.
4. Disburse funds to the District authorities as per the agreed budget, monitor the progress and report back the necessary utilization documents to UNICEF.
5. Provide office space and infrastructure for the Education Consultant to the Ministry to coordinate the pilot activities.
6. To organize One day forum in each district to raise community awareness on education, highlighting priorities, discuss challenges and recommend solutions, sensitize community members including business people, elders and civil society (including media) to participate and contribute to education services.
7. To organize half-yearly and year-end progress review meetings with the mayors of the selected districts and Ministry of Interior.

1.9.2 Ministry of Interior, Local Government and Rural Development.

1. To issue necessary directives to the District Mayor's offices to undertake and participate in this pilot
2. To participate in the half-yearly and year-end review meetings
3. To coordinate policy and strategy development in relation to the implementation of the decentralization policy

1.9.3 District Mayors' Offices:

1. Nominate officials from the Mayor's office in the district level committee
2. Facilitate functioning of district level committee and take a lead in planning and implementation of agreed activities including the routine maintenance and the quality

assurance activities. (This committee should include business people, civil society and elders. This will strengthen community ownership and involvement in education service delivery).

3. Open separate Bank Account for this undertakings
4. To receive JPLG funds and their contribution from the MOEHE and
5. Deposit funds received from MOEHE and district contribution to the bank account and further advance to the relevant CECs for use as per the agreed amount and guidelines
6. The Mayor's office will issue the guidelines (as per the Ministry's guidelines) to the CECs for proper utilization of this money.
7. Report back on the progress and fund utilization to the Ministry of Education on quarterly basis
8. Monitoring the use of funds by CECs as per the agreed guidelines
9. To contribute percentage of the total funds estimated to be spent towards this pilot

1.9.4 UNICEF

1. Support the Ministry in developing norms/criteria and the guidelines required for this pilot
2. Release the funds as per agreed budget and activity plan. Funds should go through MoEHE as agreed at ministerial level with UNICEF. This will ensure MoEHE leadership in education service delivery as well as ensure district councils accountability to the Central MoEHE
3. Participate in half-yearly and year-end review meetings
4. Undertake special monitoring missions to understand challenges and bottlenecks
5. To document the achievements, challenges and lessons learnt for scaling up in subsequent years
6. The progress and the challenges, achievements and lessons learnt will be documented to develop a plan for scaling up this experience after one year. UNICEF (Education section) will facilitate this process. Based on the lessons learnt from the pilot, In the next phase more ambitious steps may be undertaken to engage CEC and the Mayor's office in for playing an even greater role in service provisioning.

1.9.5 Community Education Committees (CECs)

1. To participate in the school assessments and come up with the priorities for school maintenance
2. Receive the funds earmarked for the school under the pilot, undertake school maintenance and quality assurance activities in partnership with Mayor's office and the Head teacher
3. Monitor if the funds are being spent for the agreed purpose.
4. The CECs will carry out the routine maintenance activities along with the Head teacher and report back to the Mayor's office on the expenditure made on a quarterly basis.
5. Similarly CEC , along with the district level committee will undertake quality assurance activities and report back on the same.