



ANNUAL REPORT 2016

SOMALIA EDUCATION CLUSTER

JANUARY 2017

CONTENT

OPERATIONAL ENVIRONMENT	3
EDUCATION RESPONSE	5
Drought	7
Flood.....	7
Closure of schools due to lack of teacher incentives	7
Refugee returnees.....	7
Clan conflicts	7
ADVOCACY.....	8
STRATEGIC FOCUS	9
Engagement and Capacity Development	9
Strengthening of Education Cluster operations.....	9
Strengthening of data collection systems	9
RESOURCES & FUNDING	10
RECOMMENDATIONS FOR 2017	11
IMPLEMENTATION OF THE EDUCATION CLUSTER WORK PLAN 2016	12
COORDINATION.....	12
RESPONSE.....	15
LINKS TO DEVELOPMENT	17
INFORMATION MANAGEMENT	17
NEEDS ASSESSMENTS.....	18
CAPACITY DEVELOPMENT	19
ADVOCACY.....	20
FUNDING	22
ANNEXES	23
ANNEX 1: Core functions for Country Clusters	23
ANNEX 2: Education Cluster trainings in 2016	24
ANNEX 3: Education Cluster Work Plan 2017	25

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OPERATIONAL ENVIRONMENT

In 2016, Somalia has experienced a number of emergencies. In addition to the protracted IDP crisis, severe drought, floods, and internal conflicts have occurred. These emergencies have put extra pressure on the government and partners to provide protection and basic services to citizens including education services which are already extremely constrained. Country wide an estimated 5 million Somalis are in need of humanitarian assistance incl. 1.1 million IDPs¹.

Somalia has one of the world's lowest gross enrolment rates for primary school-aged children with only 30 percent children at primary education level and 26 percent for secondary education. Newly published data from UNFPA suggest that the number of out-of-school children and youth aged 6-18 years is at 3 million² which is a significant increase compared to the previously estimated 1.7 mill out of school children³. The majority of out of school children are found in Central and South Somalia.

The primary barriers to education are the lack of safe spaces for learning (security), insufficient teachers (both qualified and unqualified), limited oversight and outreach by Ministry of Education (MOE) among others. The Ministry of Education has very limited control over education services in Somalia, specifically in Central South Somalia. At the moment there is not yet a harmonized curriculum, there are no government supported teacher training institutes in Central South Somalia and only a very limited government supported teaching force. This means that there are a wide variety of actors (civil society and private institutions) offering education which is outside of the jurisdiction and control of the government.

The limited outreach and inadequate capacity of MoE pose a huge challenge to education in Somalia. Humanitarian actors continue to be a significant provider of education services without proper possibilities of linking with and handing over to the MOE. The humanitarian funding structure is not designed to fill this kind of long term gap in the social services. As a consequence Education Cluster partners reported in May 2016, that an estimated 28,000 children in IDP settlements had dropped out of learning centres due to lack of continued financial support to operate the schools including specifically the emergency teacher incentives. In total 142 learning centres shut down and 61 others were on the brink of closure with limited possibilities of maintaining operation in the 2016-17 academic year. The majority of the affected schools were in Banadir, Lower Shabelle, Middle Shabelle, Bay and Galgaduud regions.

In the beginning of 2016, the El Nino caused severe drought in Somaliland and Puntland. The drought had a significant impact on the education system leading to a rise in dropout rates and closure of schools. In April 2016, the Education Cluster estimated that as many as 180 schools and up to 34,000 students in Somaliland and Puntland were directly affected by the drought⁴. For Puntland this constituted 30%⁵ of the schools in drought affected areas. The increased dropout rates were caused by a number of reasons including families being forced to enlist children to search for water and food resources. In addition, the rising food and water prices cut into the incentives for teachers provided by parents and communities leading to higher teacher absenteeism. In the second half of 2016, the poor Deyr rainy season has led to extended drought conditions in Somaliland and Puntland, and have expanded drought conditions to a number of regions in Central South Somalia. The drought in the Central South regions is exacerbating the already poor conditions of the schools where an average of 90% of schools do not have access to safe

Photo front page: UNICEF Somalia

¹ FSNAU September 2016

² Educational Characteristics of the Somali People Volume 3 UNFPA 2016

³ Go to School Initiative 2013-2016

⁴ Data collected from Education Cluster partners February 2016

⁵ Rapid Needs Assessments Puntland Save the Children February 2016

drinking water and 61% of schools do not have functional latrines. An estimated 277,600 students are enrolled in schools in drought affected areas.

In July 2016 major flooding hit Hiraan region and especially Beletweyne district. 36 schools and 13,279 children were affected. The schools were about to finish the 2015/16 academic year and a number of students had their final exams postponed.

Armed conflict keep being a destabilizing factor in Somalia. In October alone 90,000 people were displaced due to armed conflict in Gaalkacyo. The conflict resulted in the closure of all schools affecting an estimated 20,000 students. During the same month, the withdrawal of the Ethiopian National Defence Forces and the subsequent takeover by Al Shabaab led to further displacements in Hiraan, Bakool and Galgaduud affecting at least 3,3000 students and resulting in at least 10 schools closing. Also in October alone additional 18,800 people (more than 30,000 since the beginning of the year) were displaced in Lower Shabelle due to conflict between armed groups. This displacement also affected the education system with the closure of 8 schools directly impacting 3,800 children.

Though not prevalent in Somalia, currently there are schools that are reportedly occupied by either armed groups or IDPs. In 2016, one school occupied by Somali national army was vacated in September 2016. The cluster has been collaborating with the CIVMIL unit to address school occupation by military in Central South Somalia and there is a strong engagement of the CECs, leaders and local authorities.

Over the course of 2016, nearly 27,000 Somalis have returned from Kenya to Somalia following the decision of the Kenyan government to close the Dadaab Refugee Camp. Of these, 47 per cent are children of school going age. The return process has posed a number of challenges including the limited absorption capacity of the education sector in areas of return and lack of national education policies to ensure recognition of education obtained in Dadaab for learners as well as teachers. Ideally the returnees would integrate into the Somali society with the help of good legal frameworks and the repatriation package from UNHCR. Unfortunately many of the returnees end up in overcrowded IDP settlements and become a part of the humanitarian caseload with very limited possibilities of a self-sustaining future.

Children and youth who do not access and continue education opportunities are at great risk of joining the cohorts of out of school children and adolescents putting them at risk of harmful practices, especially child marriage, possible child labour and recruitment by armed groups

As data is a continuous challenge in Somalia it is not possible to say exactly how many school children were directly affected by emergencies in 2017, but through numerous assessments and surveys the cluster collected the below information on children affected by on-going emergencies.

School Children Affected by Disaster in 2016				
Region	Type of disaster	Month of data collection	# of school children affected	Area of relocation
Awdal	Drought	March	5,401	N/A
Bakool	Armed conflict	Dec	8,580	Hudur and Beletwayne
Banadir	Lack of incentives	May	18,244	N/A
Bari	Armed conflict	Dec	929	N/A
Bari	Drought	March	7,374	N/A
Bay	Lack of incentives	May	2,154	N/A
Gaalgaduud	Armed conflict	Dec	351	Hudur and Beletwayne
Gaalgaduud	Lack of incentives	May	2,444	N/A

Gardaffu	Drought	March	3,166	N/A
Haylan	Drought	March	1,069	N/A
Hiran	Armed conflict	Dec	1,330	Hudur and Beletwayne
Hiran	Floods	June	13,279	Beletwayne
Karkar	Drought	March	2,469	N/A
Lower Shabelle	Armed conflict	Dec	3,810	Marka
Lower Shabelle	Lack of incentives	May	4,266	N/A
Marodi-Jeex	Drought	March	4,461	N/A
Middle Shabelle	Lack of incentives	May	1,484	N/A
Muduug (Gaalkayo)	Armed conflict	Oct	20,000	North and South of Gaalkayo
Nugaal	Drought	March	7,084	N/A
Sahil	Drought	March	817	N/A
Sanaag	Drought	March	2,596	N/A
Togdheer	Drought	March	302	N/A

EDUCATION RESPONSE

In 2016, Education Cluster partners responded to the various emergencies and reached 99,110 school children and youth with education services including establishment of safe learning spaces, provision of teaching and learning material, WASH facilities and hygiene promotion, training of teachers and Community Education Committees (CECs), as well as water distribution to drought hit schools.

In 2016, the Education Cluster targeted 200,000 out of the 1.7 million children in need. The funding requirement was an estimated USD 21 Million. 20% of the funding was received. A major reason for the capacity to reach 96,110 children was a high carry over of funding from the previous year and reprogramming of exiting funds by partners. USD 1.9 Million was channelled through the Somalia Humanitarian Fund (SHF) and allocated to 6 Education Cluster partners for IDP responses in Lower Juba, Bay, Muduug, Lower Shabelle and Banadir regions. The main strategic focus of the allocation was on retention of learners and teachers, and expansion of education services. In Addition to the SHF allocation, education projects within the HRP 2016 have been funded bilaterally with USD 3.2 Million.

The humanitarian crisis in Somalia is still mainly considered a food security crisis. This means that food security issues and priorities are still to some extent dictating the direction of the humanitarian response. In 2016, efforts among clusters have been made to strengthen an integrated approach. For Education this has included close cooperation with WASH and Food security clusters to include schools in the food and water distribution in the drought response; with Nutrition Cluster a School Nutrition project has been piloted to address the inter-generational malnutrition observed among IDPs; hygiene promotion with a specific focus on prevention of AWD/Cholera has been carried out; and close cooperation with Shelter cluster to explore more sustainable solutions for temporary learning space construction.

The cluster continued to strengthen the working relationship with the MoE at the national and regional levels. High turnover of ministry officials required continued engagement to ensure strong working relationships. MoE is requesting closer cooperation with the cluster which is an opportunity to further engage and build the capacity of MoE to take on the responsibility of EiE.

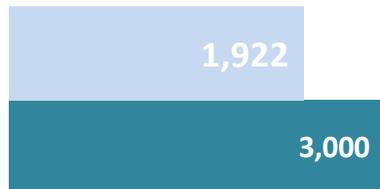
SOMALIA EDUCATION CLUSTER 2016

Somalia
Education Cluster

Teachers Reached

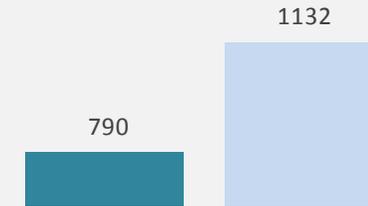
■ Beneficiaries Reached ■ Target

Number of teachers and school administrators (female/male) recruited and receiving emergency incentives.



Teachers Reached by Gender

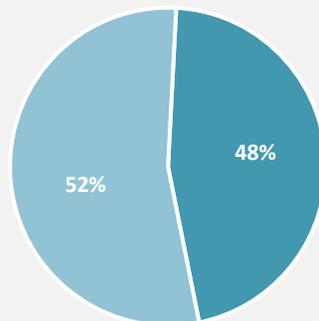
■ Female ■ Male



Number of teachers and school administrators (female/male) recruited and receiving emergency incentives.

Beneficiaries School Supplies

Number of learners benefitting from Emergency teaching & learning materials



■ Beneficiaries Reached ■ Gap

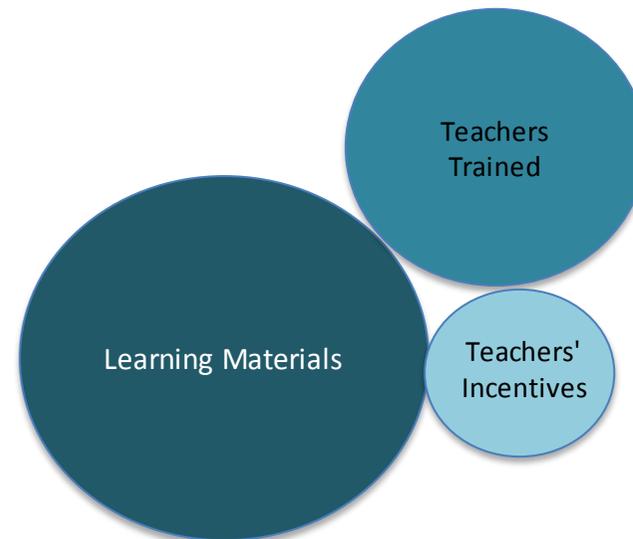
Total Target

200,000

Reached

96,110

Beneficiaries by Activity



The 70 Education Cluster partners are continuously responding to emergencies and are implementing regular programmes as well. Below are a few highlights on specific responses to some of the significant emergencies in 2016.

Drought

Somalia experienced two drought periods in 2016. The main focus for the Education Cluster in this response was to ensure food and water distribution to schools to halt the increasing drop-out rates. Extensive advocacy and consultations with ICCG, WASH, Food Security and Nutrition cluster was carried out. For the first drought the approach was supported, but limited implementation happened due to a number of challenges including 1) lack of earmarking of WASH and FS funding for food/water distribution, 2) making distribution to schools a requirement for WASH and FS partners in their proposals, and 3) lack of flexibility in the school feeding programme and lack of funding. During the drought period a bit over 19,000 learners in drought affected areas were supported through on going EiE projects.

The second drought response built on the lessons learned from earlier in the year and distribution of water to the schools is on a pilot basis included in a joint WASH and Education SHF allocation partners will in early 2017 reach more than 13,000 school children with water supplies and hygiene promotion in Puntland and Somaliland. Additional funding for a specific education response through CERF is being negotiated and will provide an additional number of school children with water and food supplies, hygiene promotion and Teaching and learning materials.

Flood

The Education Cluster partners responded to the floods in Beletweyne with rehabilitation of schools. The flood occurred as the schools were on break and hence there was no need for implementation of direct response

Closure of schools due to lack of teacher incentives

In response to the closure of 142 learning centers an additional SHF allocation was made specifically to address the issue and approximate 13,000 school children were reached. To further address the challenges of recurrent costs as emergency teacher incentives and the lack of sustainability, the cluster engaged with a number of donors to explore the possibility of more flexible funding, but with limited success. Increased focus and dialogue with the MoE has been initiated to develop transition/exit strategies for children in IDP schools to transfer into the formal education system.

Refugee returnees

The Education Cluster has been engaged in strengthening coordination and information management/sharing in the returnee response. The cluster has worked closely with UNHCR, implementing partners and development networks to ensure sustainable access to education and harmonised referral mechanisms as well as promoting development of national policies for refugee returns and access to education. Education cluster partners in Kismayo and Bay regions are responding to the situation and to the extent possible referring returnee children to existing schools in the area of return. In Kismayo 3,100 returnee students have been enrolled and in Baidoa 395 returnee students have been enrolled since August 2016. The Education Cluster is supporting the MoE in taking lead on the development of specific policies to ensure the right to education for returnee children. The MoE has formed a specific Task Force with key partners to address these issues.

Clan conflicts

A number of clan conflicts have occurred throughout the year. Usually these are resolved fairly quickly and the cluster does not initiate a response. Lessons learnt from the Gaalkayo conflict in October are however, that the cluster should work towards a better supply hub system for areas with recurrent clan

conflicts to be able to swiftly deploy TLS and TLM for education and child protection purposes. Education Cluster partners worked together to initiate a response to the Gaalkayo conflict and will in early 2017 reach approximately 3,000 displaced school children with education supplies.

ADVOCACY

In 2016, numerous efforts have been made to increase awareness of the importance of education in the humanitarian response. This has been done through active participation in the ICCG advocating for specific education allocations as well as integrated allocations. Advocacy efforts have been successful with both integrated allocations and additional specific allocations being approved for WASH/Education drought response, Nutrition/Education pilot for long term IDPs, and funding to continue the operation of schools on the verge of closure in IDP settlements.

In addition, the Education Cluster developed a position paper on the closure of Dadaab Refugee Camp in Kenya and the consequences for students and teachers returning to Somalia. The position paper, Education Across the Border was presented at the Global Education Cluster Annual meeting in November and at the ACP-EU Joint Parliamentary Assembly in December and disseminated widely at global, regional and national levels through the global Education Cluster, the INEE, the Regional EiEWG and the Somalia Education Cluster networks. The initiative was generally very well received by partners in-country and globally, and was used by partners to create awareness of the situation to HQs and donors. The position paper, Education Across the Border can be found on this [link](#).

In December 2016, the Education Cluster launched the Keeping Children Safe initiative which is a series of one-pagers outlining the impact on education in specific on-going emergencies throughout the country. The papers provide an overview of the situation from an education point of view. They outline the needs, the capacity on ground and on-going response as well as immediate gaps. The papers will be updated and developed on a regular basis and share widely i- country as well as regionally and globally.

Lastly, the Global Education Cluster featured Somalia in their December newsletter outlining on-going work, successes and challenges. The newsletter can be found on this [link](#).



Photo: Save the Children Somalia

STRATEGIC FOCUS

In 2016, the strategic focus of the Education Cluster has been engagement and capacity development of cluster partners and MoE; strengthening of the cluster operations; and strengthening of data collection systems.

Engagement and Capacity Development

The Education Cluster secretariat has prioritised engagement with partners in the regions and have in 2016 conducted a number of visits to identify the need for support in the regional clusters. Across the regional clusters and for the Nairobi based partners there was a request for basic Education in Emergencies training to increase the knowledge of EiE and improve the response capacity. As a result EiE trainings were conducted in Hargeisa, Garowe, Baidoa and Nairobi reaching 97 cluster members inclusive of 23 MoE officials.

In addition to visits and trainings in the regions, bilateral support has been provided to regional Education Cluster coordinators on needs assessments, response planning and data collection.

The Education Cluster secretariat has prioritised to participate in three Banadir Cluster meetings. The meetings in Banadir is a strategic engagement for the secretariat as a number of other regional coordinators and partners have easy access to these meetings and it provides a good opportunity for engagement and follow up discussions with the FGS MoE.

Strengthening of Education Cluster operations

In 2016, the Education Cluster Secretariat has also prioritised to strengthen the internal operations of the cluster. In consultation with partners a three year operational framework has been developed, and is almost complete, to guide the strategic direction for the cluster in the coming years. In addition, minimum standards for EiE in Somalia has been developed based on the global INEE minimum standards. The minimum standards cover the key EiE activities incl. TLS construction, TLM distribution, CEC training, safe school guidelines, and hygiene promotion. The purpose of the contextualised minimum standards is to improve quality assurance in the EiE response.

Emergency preparedness is key in an ever changing environment as Somalia and the cluster prioritised in 2016, to harmonise preparedness tools across the regions including contingency plans. Three contingency plan workshops were conducted to support the implementation of the harmonised tools reaching 61 cluster members and MoE colleagues in Somaliland, Bay/Bakool, Banadir, Lower Shabelle, Middle Shabelle, Hiraan and Lower Juba.

As a result of the contingency plan workshops community based DRR was identified as a need among partners to strengthen the emergency preparedness at school level. DRR training will be conducted early 2017 in Garowe. Partners have expressed interest in further roll out of the DRR training in the other regions and this will be a priority for 2017.

To further strengthen the operations of the Education Cluster, regular Cluster Lead Agency meetings have been conducted. This has provided support and guidance to the cluster secretariat across UNICEF and Save the Children and has improved the facilitation of administrative tasks.

Strengthening of data collection systems

Reliable data is a challenge across the sectors in Somalia and this is evident for the education sector as well. In 2016, major efforts have been made to establish solid baseline data and a mapping of learning facilities. However, the situation in Somalia is constantly changing and strong real time data systems are imperative to respond to the humanitarian needs of people in the country.

In 2016, the Education Cluster has completed the Education Baseline Survey which is mapping out learning facilities in the regions in Central South with the exception of Banadir region. The original intention of the Baseline Survey was to complement the MoE EMIS, however, due to delays in the process this was not possible. The Baseline Survey provides the most comprehensive dataset currently available in Central South Somalia on education facilities. The survey includes among others, data on location, status and type of learning facilities, enrolment data, teachers and qualifications, as well as management of the facilities including source of funding.

In addition to the Baseline Survey, the Education Cluster has in 2016 initiated the establishment of a real time data collection system, EduImpact, based on the RapidPro platform. The system is SMS based and allows for direct communication with head teachers in schools across Somalia. The intention of the EduImpact is to be able to quickly establish the impact on education in a given emergency and determine the need for further assessment of the situation. The data is essential for a rapid response to emergencies as well as being able to plan and coordinate high quality interventions and advocate for adequate funding.

The Global Education Cluster supported the cluster with IM expertise and a 4 weeks deployment from the Rapid Response Team. During the deployment, the EduImpact system was set up and SMS questionnaires for each scenario developed. The EduImpact system is currently ready for further testing and rollout, however, the Education Cluster have had limited human resources to complete this phase.

RESOURCES & FUNDING

In 2016, the Education Cluster secretariat comprised of two full time staff (coordinator and officer). Consistent and adequate human resources are essential to operate the cluster effectively. The Education Cluster has previously suffered from a high turnover and gaps in the coordinator position. This has been addressed in 2016 and sufficient funding has been made available to retain both positions functional. In addition, since September 2016 the cluster has been supported by a dedicated EIE UNICEF staff based in Mogadishu who function as liaison and additional support to the regional coordinators. In 2016, participation in the Global Education Cluster Core Skills training for the Education Cluster officer and the dedicated UNICEF field staff was prioritised.

As much as the cluster has had good human resources conditions in 2016, there is still an information management gap. A core function of the cluster is to collect, synthesize, analyse and visualise data for evidence based decision making, planning and advocacy. Without a dedicated information manager (IM), the cluster remains limited in its capacity to fully function. Numerous efforts have been made in 2016 to identify possibilities to bring on board the necessary IM capacity, however, this has not yet been realised.

UNICEF and Save the Children co-share the costs of operating the cluster including salaries, travel expenses, and secretariat activities. In 2016, the operational cost of the cluster was approximately USD 250,000. Approximately USD 55,500 out of this was expenditure directly related to activities - mainly capacity development. In 2016, the level of cluster secretariat activities was determined by the amount of funding allocated by Save the Children and UNICEF. In 2017, the aim is to significantly increase the amount of funding available for activities. The main reason for this being a shift in capacity development approach prioritizing to bring the regional coordinators together on a regular basis as well as prioritizing the roll out of the EduImpact. To achieve this it might be necessary to explore alternative funding opportunities.

RECOMMENDATIONS FOR 2017

Based on lessons learnt from 2016 and in line with the Education Cluster Operational Framework 2016-18 it is recommended to maintain the overall strategic focus on engagement and capacity development of cluster partners and MoE; strengthening of the cluster operations and; strengthening of data collection systems.

It is recommended to continue a strong engagement with the regional clusters and MoE to keep the regional level motivated and empowered to take lead. In addition, with the emergence of new states it is recommended to increase the engagement with state level MoE as well as federal level MoE.

For 2017 it is recommended to change the capacity development modality slightly. In addition, to trainings at the regional level which are important for both capacity development and engagement, joint regular meetings between all regional cluster coordinators and the secretariat is recommended. The rationale for this being that it is an effective way to engage the regional coordinators and strengthen the network between the coordinators to encourage peer to peer learning and strengthen motivation, and to harmonise and follow up on implementation of cluster tools for response planning, coordination and information management.

Lessons learnt from 2016 shows that the Education Cluster at times is limited in its operational capacity to respond to sudden onset emergencies due to lack of readily available supplies and access to rapid funding mechanisms. For 2017, it is recommended to explore the possibility for establishment of strategically placed supply hubs to facilitate rapid response to sudden and short term displacement due to either floods or armed conflict.

With the diverse nature of emergencies in Somalia different education responses are appropriate. For sudden onset short terms displacement it is appropriate to quickly establish temporary learning spaces in the form of tents. In IDP settlements however, tents are not considered an appropriate solutions as these learning spaces usually are expected to operate for years and therefore it is a better option to build TLSs based on localised building models or from the onset explore the possibility of expanding existing public schools to host IDP children and youth. For the recurrent drought, the recommended education response is provision of food and water to schools and provision of teacher incentives. TLS construction is only recommended in cases of major displacement. For 2017, it is recommended to further explore the possibilities of including food and water distribution into WASH and Food Security delivery modalities like the UNICEF/WFP led SCOPE.

In addition, to prioritise strengthening of operational capacity to respond to the different nature of emergencies, it is furthermore recommended to structure cluster operations around the seasonal calendar to improve preparedness and timeliness of responses to fairly predictable disasters.

Lastly, it is recommended to maintain the strategic focus on strengthening of data collection systems. The added value of the EduImpact work started in 2016, will only be realised through a full roll out of the system. In addition to collecting and analysing data for planning and response purposes, it is recommended to improve data and information sharing among cluster partners, MoE and external partners through a functional and updated website, regular news feeds in the form of 1-2 pager bulletins, and advocacy products. See Annex 3 for Education Cluster Work Plan 2017.

IMPLEMENTATION OF THE EDUCATION CLUSTER WORK PLAN 2016

ACTIVITIES	PROGRESS/OUTPUTS	RECOMMENDATIONS
COORDINATION		
Regular National Level Coordination Meetings (monthly)	<p>10 Monthly National Education Cluster meetings were held with an average participation of 25 people.</p> <p>The agenda of the meetings have been balanced between partner presentations on various topics and SEC information sharing and strategic discussions</p>	<p>Systematic sharing of information from the regional clusters to strengthen the links between the reality on the ground, on-going activities, gaps and national level cluster priorities</p> <p>Systematic sharing of information from the ESC and more development oriented information to strengthen the links between the implementation of humanitarian response and the development of the education sector</p> <p>Strengthening of strategic perspective and engagement of cluster partners e.g. related to the seasonal calendar and expected humanitarian needs</p>
Regular Regional Level Coordination Meetings (monthly) & Support and continuous contact with Regional Clusters Coordination mechanisms	<p>Regional cluster meetings have taken place on a monthly basis in the majority of regions. Lower Shabelle cluster has had not regular meetings due to fighting. A few meetings have been held in Mogadishu.</p> <p>With the establishment of Galmudug state, the operation of the cluster has been relocated to Adado from Abduwak for strategic engagement of the state MoE. The MoE is now fully engaged in co-leading the cluster with Mercy Corps</p>	<p>Further support and follow up with regions that are not having regular meetings</p> <p>While maintaining the initiative and ownership at the regional level focus on harmonizing meeting structure to better capture on going activities and responses, reporting of changes in context and report on key indicators including attacks on schools and closure of schools</p>

	<p>For most regions the main agenda points are updates on ongoing partner activities, identification of gaps and updates on the various situations incl. drought, flood, violent conflict etc.</p> <p>In addition to regular monthly regional cluster meetings, direct support has been provided to regions experiencing specific emergencies as drought and flood. These include SL EiEWG, PL EiEWG and Hiraan regional cluster.</p>	
Active participation of cluster members in cluster task teams/ working groups	<p>In 2016, there has been a limited number of active working groups. The Operational Framework WG has meet two times to establish the structure and strategic direction of the framework and the CRC has meet two times to select proposals for the Banadir SHF allocation and project for the HRP 2017.</p> <p>The Advocacy WG and he SAG has not been active</p>	<p>Reactive the SAG with a specific focus on providing overall strategic direction and guidance for the cluster, implementation of the Operational Framework and identifying strategic funding opportunities.</p> <p>Reactivate the Advocacy WG with a specific focus on developing an advocacy strategy for the cluster and increase fundraising efforts</p>
Enhance active collaboration with the relevant government ministries (MoE)	<p>Throughout the year efforts have been made to strengthen the working relationship with the MoE at the national and regional levels. There tend to be a turnover of ministry officials which requires continued engagement with the MoE to ensure good working relationships and understanding of the cluster. Increasingly the MoE is requesting closer cooperation with the cluster. This is a good sign and an opportunity to further engage and build the capacity of MoE to take on the responsibility of EiE.</p> <p>In Somaliland, the MoE has appointed an EiE focal point who works directly with the EiEWG and has the support of the senior management. In Puntland, the senior management has agreed to appoint an EiE focal point, but it is yet to be effected. In Central South, two MoE officials have been EiE focal points for a number of years. This year one was relocated with MoH and the other one has been partly engaged in the</p>	<p>Increase engagement and capacity development of REOs</p> <p>As per the HCT request to strengthen relationships with the States and emerging States further engagement with State level MOE.</p>

	<p>cluster. The senior management is very engaged in the cluster work and is taking initiative to further collaboration. The engagement with the REOs and regional MoE is still fairly limited.</p> <p>Education cluster is supporting MoE to take charge of the refugee return. The main areas of focus will be at policy level dealing with the returnees and absorption capacity in areas of return. With the cluster support the MoE has established a task force on returnees.</p>	
Development of three year Operational framework	<p>The Somalia Education Cluster Operational Framework 2016-18 is being finalized through a consultative process with cluster partners. The operational framework identifies strategic overall objectives for the cluster in the 3 coming years and is organised around the six global core functions of clusters. The Operational framework further identifies challenges and activities to be undertaken to address these. The operational framework will guide the work plan of the cluster for 2017 and 2018. These activities, however, is not exhaustive and leaves room for flexibility to address upcoming interests and needs of partners and MoE.</p>	<p>Ensure strategic implementation of the Operational Framework activities.</p> <p>Ensure systematic monitoring of implementation and measuring of results</p> <p>Print and disseminate Operational framework. The Operational framework will further be shared with development partners, lead agencies, GEC, and relevant donors.</p>
Links with Global Education Cluster	<p>The Somalia Education Cluster has a good and strong relationship with the Global Education Cluster.</p> <p>GEC provided technical support to the Education Cluster through a 4 weeks deployment of an Information Manager through the Rapid Response team</p> <p>Participation in the 2016 GEC Annual meeting from the cluster and 2 MoE staff</p> <p>Cluster staff and UNICEF staff have participated in the GEC Core Skills training</p>	<p>Increase information sharing and updates from Somalia with GEC.</p>

	The GEC has featured Somalia in their December newsletter to create focus on the situation and on-going emergencies.	
RESPONSE		
Emergency Response Planning	<p>In 2016, the Education Cluster has been engaged in a number of responses across the country.</p> <p>Drought: The country experienced two drought periods in 2016. The main focus for the Education Cluster in this response was to ensure food and water distribution to schools to halt the increasing drop-out rates. Extensive advocacy and consultations with ICCG, WASH, Food Security and Nutrition cluster was carried out. For the first drought the approach was supported, but limited implementation happened due to a number of challenges including 1) lack of earmarking of WASH and FS funding for food/water distribution, 2) making distribution to schools a requirement for WASH and FS partners in their proposals, and 3) lack of flexibility in the school feeding programme and lack of funding. During the drought period a bit over 19,000 learners in drought affected were supported through on going EiE projects.</p> <p>The second drought response built on the lessons learned from earlier in the year and hygiene promotion and distribution of water to the schools is on a pilot basis included in the UNICEF/WFP SCOPE response.</p> <p>Flood: The Education Cluster partners responded to the floods in Beletweyne with rehabilitation of schools. The flood occurred as the schools were on break and hence there was no need for implementation of direct response</p> <p>IDPs: The Education Cluster partners have been engaged in the ongoing IDP response. The focus has been on retention of students and expansion of services. The cluster is facing a</p>	<p>Establish supply hub system building on lessons learnt from WASH cluster.</p> <p>Coordination and information sharing of the refugee returnee still remain an challenge however ways are being explored to address this</p> <p>The cluster to strengthen working relation with children protection unit</p>

	<p>number of challenges in continuing to respond to the prolonged IDP crisis. It is difficult to maintain support to teacher incentives over several years. The cluster engaged with a number of donors to explore the possibility of more flexible funding, but with limited success. Increased focus and dialogue with the MoE has been initiated to develop transition/exit strategies for children in IDP schools to transfer into the formal education system.</p> <p>Refugee returnees: the cluster has been engaged in strengthening coordination and information management/sharing in the returnee response. The cluster has worked closely with UNHCR, implementing partners and development networks to ensure sustainable access to education and harmonised referral mechanisms as well as promoting development of national policies for refugee returns and access to education.</p> <p>AWD/Cholera: Occurs on a regular basis and the cluster has developed guidelines for hygiene promotion in schools and have made it a requirement for SHF funding that WASH and hygiene promotion is integrated into the projects. In addition, the cluster is working with Health on promoting awareness through distribution of IEC materials to schools.</p> <p>Clan conflict: A number of clan conflicts have occurred throughout the year. Usually these are resolved fairly quickly and the cluster does not initiate a response. Lessons learnt from the Gaalkayo conflict in October are however, that the cluster should work towards a better supply hub system for areas with recurrent clan conflicts to be able to swiftly deploy tents and TLM for education and child protection purposes.</p>	
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LINKS TO DEVELOPMENT		
Sector plan development and sector Analysis	Continued dialogue with GPE on EIE in the sector analysis and plans for Somaliland and Puntland. In addition, the Education Cluster has provided technical support to MoE in Somaliland on GPE emergency funding as well as technical support to the sector analysis team to promote the IIEP guidance note in integrating conflict and disaster risk reduction into sector planning. Inputs have been provided to the plans.	Provide technical support to sector analysis and sector plan development in Central South
Education Sector Committee	The cluster is on a regular basis participating in ESC meetings in Nairobi and is continuously engaging with the ESC coordinator.	Continue strengthening cooperation with ESC
INFORMATION MANAGEMENT		
Produce and share monthly Reports (SRF, HPM and other Sub Cluster reports)	The cluster is reporting in lines with requirements from OCHA and UNICEF	
Management & mapping of 4W Matrix (quarterly)	The cluster is collecting 4W data three times a year	
Share information management analysis with the cluster members (Dashboard, Mapping of partners and their activities)	The cluster is producing a number of maps throughout the year. In 2016, maps of partners' activities and presence have been produced based on the 4W data. In addition, maps of schools affected by drought, and schools in areas of return has been produced based on data from partners and the baseline survey respectively. In addition, the cluster has been working on a dashboard template for monthly dashboards on Edu cluster activities to be shared with partners and key stakeholders	Revitalise cluster website Produce and share dashboards on monthly basis
Develop a real time data collection tool	In 2016, the cluster decided to initiate a real time data collection tool to be able to instantly collect data in disaster struck areas. The tool selected is the RapidPro SMS (EduImpact) based survey. With support from the GEC and UNICEF Innovation, the flow templates were set up with the following flows: head teacher verification, drought, flood, disease, and conflict. A number of consultations with partners	Secure resources to roll out EduImpact

	and MoE have been carried out to create awareness and improve contextualisation. However, due to human and financial resources available the further roll out of the tool has been hampered. The cluster has explored numerous possibilities to get an IM on board.	
Develop a joint protection based vulnerability map for education and CP	In consultation with the GEC the vulnerability map was put on hold in order to prioritise the real time data tool.	
NEEDS ASSESSMENTS		
Develop Education Baseline Survey in CSZ in partnership with MoE	The Baseline survey has been dramatically delayed due to very poor quality of deliverables from the consultancy firm. Unreasonable amounts of time has been spent on revision of the dataset to ensure that the data is as correct as possible. In spite of the delay, the baseline survey is however a major step in the right direction of establishing an overview of learning facilities in the country. In 2016, the cluster has been able to use the data in the returnee response. The aim is to finalise the baseline survey before the end of the year	
Needs based joint assessments	<p>A number of cluster specific need assessment and inter-cluster assessments have been carried out in 2016. As much as these vary in quality they are essential in determining the impact of disasters on education and the needs on ground.</p> <p>The regional Education Clusters have carried out the following assessments:</p> <p>Drought assessment in Puntland and Somaliland Flood assessment in Hiraan 4 quarterly assessments in IDP settlements in Banadir Conflict assessment in Galkacyo</p> <p>The following inter-cluster assessments with participation from Education Cluster have been carried out: Drought assessment in Somaliland and Puntland</p>	Include standard assessment questionnaires from GEC in the contingency plan template

	<p>Inter-Cluster Monitoring of Drought Conditions in Puntland</p> <p>Inter-Cluster assessment in Tiye glow</p> <p>Inter-Cluster assessment in Gedo</p> <p>Conflict assessment in Gaalkacyo</p>	
CAPACITY DEVELOPMENT		
<p>Tool development to support MoE & Regional Clusters on key technical areas on emergencies preparedness, response of EiE as well as missions to provide technical assistance</p>	<p>The Contingency plan template has been updated and rolled out in Somaliland, Bay/Bakool, Banadir, Hiran, Lower Shabelle, Middle Shabelle and Lower Juba</p> <p>The template includes an overview of activities and responsibilities before, during and after disasters, early warning monitoring, capacity and resource mapping, contact list, 3W matrix, SOPs, and school data. The template is still to be updated with GEC needs assessment questionnaires</p>	<p>Update template with GEC needs assessment questionnaire</p>
<p>Regional Contingency Planning training including contingency plan revision (Mogadishu, Doolow & Baidoa - Somaliland & Puntland) and Education in Emergencies Trainings (Hargeisa, Baidoa & Doolow)</p>	<p>In 2016 the cluster carried out a number of trainings for cluster partners and MOE.</p> <p>See Annex 2 for full details on trainings conducted in 2016</p>	
<p>Joint workshop for regional cluster focal points</p>	<p>Due to limited resources it was unfortunately not possible to conduct the joint workshop. It is however strongly recommended to do this on a regular basis in 2017. There is a tremendous need for capacity development of regional cluster coordinators to ensure they are able to coordinate responses in their regions. In spite of the trainings conducted in 2016 the cluster did on a number of occasions see that regional coordinators hesitate to take lead when needed. In addition, to strengthening the technical capacity there is a need for increased motivation and strengthening of the regional network. Bringing the coordinators together on a regular basis has in other clusters proved to be a very effective way to build</p>	<p>Conduct regular joint workshops in 2017</p>

	capacity and strengthen the network. This is essential for future transition of the cluster.	
Review Contextualization of the INEE Minimum Standards for Education with Ministry of Education & Education Cluster Partners	In 2016, the cluster developed contextualised minimum standards for CEC training, Hygiene promotion, Safe schools, TLM distribution and TLS construction. This was done through a 2 day workshop with partners, consultation with WASH cluster and a 1 day information workshop with Shelter cluster. The minimum standards are based on the INEE MS and are included in the Education Cluster Operational Framework	Establish monitoring mechanism for compliance with Minimum standards
ADVOCACY		
Engaging with Ministry of Education to take lead in Safe school action plan for Central South Somalia (GCPEA Workshop - Istanbul-October) Meetings with Child Protection unit, Ministry of Education, Ministry of Defence and education stakeholders to establish safe school task force	The cluster continued to monitor attacks and occupation of schools. Though not prevalent in Somalia, currently there are schools that are reportedly occupied by either armed groups or IDPs. In 2016 one school occupied by Somali national army was vacated in September 2016. This was achieved through the cluster advocacy through CIVMIL and the engagement of the CECs, leaders and local Authorities in Baidoa. The cluster has been collaborating with CIVMIL unit to address school occupation by military in Central South Somalia	The cluster to strengthen working relation with children protection unit
Production of advocacy products through Cluster advocacy working group	The advocacy working group has not been active in 2016. However, a number of concept notes have been developed to highlight critical gaps in Education. The position paper Education Across the Border was developed in the wake of the Dadaab closure and in December the Education Cluster launched the Keeping Children Safe initiative which is a series of 1-pagers outlining the impact on education of specific on-going emergencies. In addition, the development and dissemination of the Education Cluster Operational Framework 2016-18 is a way to clearly show the importance of education and the strategic direction of the cluster.	Reactivate Advocacy working group Develop advocacy strategy for the cluster
Continued Advocacy with OCHA, HCT & donors for increased	Numerous efforts have been made to increase awareness of the importance of education in the humanitarian response.	Continue strategic advocacy efforts

<p>inclusion of education as a priority emergency response</p>	<p>Integrated approach: from the onset of the year the cluster has advocated for schools as an entry point for emergency responses. This has been well received by the ICCG and increased cooperation with WASH, Food Security, Nutrition and Shelter has been a result. The SHF approved an Education/Nutrition allocation, School nutrition is included in the second phase of the Girls Education Challenge, schools have been included in the drought responses by WASH and sustainable and localised building modalities have been included in SHF proposals. In addition, the cluster has seen WASH partners taking initiative to include schools in IDP projects.</p> <p>School closure: In 2016, a number of schools closed and were on the verge of closure due to lack of funding for teacher incentives. Advocacy efforts resulted in an additional SHF allocation of to address the issue. In addition, further engagement with MOE has resulted in the initiation of an exit strategy for children in temporary IDP schools in Banadir transferring them to permanent schools.</p> <p>Refugee returns: advocacy efforts have been made to ensure a board response to returnees including IDPs and vulnerable host community. In addition, the cluster has advocated for a rights based approach including proper policies to ensure access to education for refugee return. As a result MOE has established a Task Force to lead policy development.</p>	
<p>Presentations to raise awareness of the importance of the right to education in emergencies to HC, HCT, OCHA, Donors, Cluster partners, MoE, and other stakeholders</p>	<p>Rather than presentations, the cluster has in 2016 prioritised to create awareness through dialogue meetings, workshops, and bilateral meetings. The target group has been partners, stakeholders from relevant sectors outside of education, development partners/networks, and donors</p>	<p>Continue strategic engagement of relevant stakeholders</p>

FUNDING		
Regular monitoring of Education Humanitarian Response 2016	The HRP has been monitored through the regular processes	
Mid-term review HRP 2016	The 2016 mid-term review was a light process. The review was carried out as per the plan and guidance of OCHA	
Develop a comprehensive education needs overview for the HNO 2017	The 2017 HNO has been developed in line with the OCHA guidance	
Developing the education response plan for the HRP 2017	The 2017 HRP has been developed in line with the OCHA guidance	
Management of SHF and other cluster-wide humanitarian modalities, including proposal review and collation and liaison with OCHA Humanitarian Financing Section	<p>The cluster has managed SHF in line with OCHA/HFU guidelines.</p> <p>In addition, extensive engagement in revision of the SHF modality has been done to promote an effective, predictable funding mechanism aligned with the seasonal disasters occurring in Somalia.</p> <p>In 2016 the cluster has received USD 1.9Million through the SHF</p>	

ANNEXES

ANNEX 1: Core functions for Country Clusters

The **six core functions** of a cluster at country level are:

1. To support service delivery by:

- Providing a platform that ensures service delivery is driven by the Humanitarian Response Plan and strategic priorities.
- Developing mechanisms to eliminate duplication of service delivery.

2. To inform the HC/HCT's strategic decision-making by:

- Preparing needs assessments and analysis of gaps (across and within clusters, using information management tools as needed) to inform the setting of priorities.
- Identifying and finding solutions for (emerging) gaps, obstacles, duplication and cross-cutting issues.
- Formulating priorities on the basis of analysis.

3. To plan and implement cluster strategies by:

- Developing sectoral plans, objectives and indicators that directly support realization of the overall response's strategic objectives.
- Applying and adhering to common standards and guidelines.
- Clarifying funding requirements, helping to set priorities, and agreeing cluster contributions to the HC's overall humanitarian funding proposals.

4. To monitor and evaluate performance by:

- Monitoring and reporting on activities and needs.
- Measuring progress against the cluster strategy and agreed results.
- Recommending corrective action where necessary.

5. To build national capacity in preparedness and contingency planning

6. To support robust advocacy by:

- Identifying concerns, and contributing key information and messages to HC and HCT messaging and action.
- Undertaking advocacy on behalf of the cluster, cluster members, and affected people.

ANNEX 2: Education Cluster trainings in 2016

Type of training	Number of days	Dates	Participants (Incl. MoE)	MoE	National or sub-national	Location	Facilitator
Education in Emergencies Training	3 days	Apr-16	22	10	Regional	Hargeisa	Education Cluster Coordinator (Sara) & Cluster Officer (Boniface)
Developing Minimum Standards for Education in Emergencies for Somalia Cluster	2 days	May	27	-	National	Nairobi	Education Cluster Coordinator (Sara) & Cluster Officer (Boniface)
Education in Emergencies Training	3 days	May-16	21	1	Regional	Baidoa	Education Cluster Coordinator (Sara)
Contingency Planning workshops	3 days	May-16	27	7	Regional	Mogadishu	Education Cluster Coordinator (Sara) & Cluster Officer (Boniface)
Contingency Planning workshops	3 days	Aug-16	16	8	Regional	Hargeisa	Education Cluster Coordinator (Sara)
Education in Emergencies Training	3 days	Aug-16	27	12	Regional	Garowe	Education Cluster Coordinator (Sara) & Cluster Officer (Boniface)
Contingency Planning workshops	3 days	Aug-16	18	2	Regional	Baidoa	Education Cluster Coordinator (Sara) & Cluster Officer (Boniface)
Education Cluster Core Skills Training	5 days	Mar-16 and Dec-16	2	-	National	Switzerland/Norway	Cluster Officer Somali Education Cluster/ EiE officer UNICEF
GBV Mainstreaming Training	3 days		2	-	Regional	Hargeisa	GBV sub cluster team to facilitate
Total			162	40			

ANNEX 3: Education Cluster Work Plan 2017

Somalia Education Cluster Annual Work Plan 2017													
Children and young people in Somalia have access to and continue their education during emergencies													
Objective 1: The Education Cluster has adequate quality data to inform decision making, response planning & implementation, and funding needs													
Objective 2: The Education Cluster is responding to emergencies in an efficient, timely and predictable manner, and are providing quality education services in line with global standards for Education in Emergencies													
Objective 3: The Education cluster has adequate individual, organizational, institutional and financial capacity to respond efficiently to emergencies													
Specific objectives	Activities	Q 1			Q 2			Q 3			Q 4		
		Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
1: Service delivery and Coordination													
<i>Strengthen the coordination mechanisms and enhance strategic linkages between relevant sectors and actors</i>	Strategically focused monthly cluster meetings at national and regional levels with a focus on the seasonal calendar and predictable emergencies; systematic information sharing between national and regional clusters; and systematic information sharing with ESC												
	Specific and strategic engagement between secretariat and regional coordinators with a focus on continuous capacity development; harmonised use of cluster tools; and information sharing												
	Strategic engagement with other sectors in particular WASH, Child Protection, Shelter and Nutrition to enhance the holistic emergency response to the needs of children												
	Reactive the SAG with a specific focus on implementation of the Operational Framework and identifying strategic funding opportunities for the cluster												
	Strategic engagement and collaboration with MOE at national and state levels												
2: Strategic Decision Making													

<i>Improved data collection methods to ensure reliable data for strategic planning and decision making purposes is available</i>	Implementation of EduImpact Real Time Data collection system												
	Harmonised needs assessment tools available for regional cluster coordinators and partners												
	Continuously collect data on attacks on schools												
	Management & mapping of partner activities through 4W Matrix (3 times per year)												
	Conduct Joint Needs Assessments (cluster specific and inter-cluster)												
	Improved information sharing through updated website and monthly cluster bulletins with key information on Education												
	Timely and adequate information is provided to the ICCG/HCT for planning and decision making purposes ensuring that Education is a priority in the emergency responses and allocation of funding												
3: Strategic response planning													
<i>Improve the overall education response and ensure a holistic, timely and efficient responses including suitable funding mechanisms</i>	Minimum Standards adhered to by all partners												
	Response planning and implementation												
	Contingency plans contextualised and updated on a regular basis												
	Early warning system tested and evaluated												
	Supply hubs explored and if possible established												
	Develop comprehensive education needs overview for the HNO 2018												
	Develop the education response plan for the HRP 2018												
4: Capacity Development													

TBD	Regular monitoring of Education Humanitarian Response 2017												
	Produce and share monthly Reports (SRF, HPM and other Sub Cluster reports)												
	Conduct Cluster Performance Review												
	Mid-term review HRP 2017												
	Establish monitoring mechanism for Minimum Standards compliance												
	Establish monitoring framework for Operational Framework												
7: Funding													
TBD	Management of SHF and other cluster-wide humanitarian modalities, including proposal review and collation and liaison with OCHA Humanitarian Financing Section												
	Funding opportunities systematically explored												