

Federal Republic of Somalia
Ministry of Education, Culture and
Higher Education

Accelerated Basic Education (ABE)
Policy Framework

This draft Accelerated Basic Education Policy was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International, Inc. for the Bar ama Baro – “Teach or Learn” (BAB) Program. Contract number 720623-19-C00003. Technical task 1. BAB is being implemented in close partnership with the Government of Somalia, Ministry of Education, Culture and Higher Education.

Table of Contents	
Foreword	3
Acknowledgement	4
List of Abbreviations.....	5
Definition of Key Terms.....	6
1. CHAPTER ONE: INTRODUCTION.....	7
1.1 Introduction and Background.....	7
1.2 Operational Definition of Accelerated Basic Education.....	10
1.3 Policy and Legal Context	11
1.4 Policy Rationale	13
1.5 Scope of the Policy Framework	13
2. CHAPTER TWO: POLICY FRAMEWORK	14
2.1 Guiding Principles	14
2.2 Purpose	16
2.3 Vision.....	16
2.4 Goal	16
2.5 Objectives	16
3. CHAPTER THREE: POLICY PROVISIONS	17
3.1 Registration and Accreditation of ABE programs.....	17
3.2 Community Sensitization, Mobilization, and Participation.....	18
3.3 Establishing an ABE Center.....	20
3.4 ABE Center Facilities	21
3.5 Student Identification, Enrollment, Retention, and Support.....	21
3.6 Curriculum, Pedagogy, and Instructional Time	24
3.7 Teaching and Learning Materials.....	27
3.8 Assessing Students’ Progress and Certification.....	27
3.9 ABE Teacher Recruitment, Professional Development, Professional Evaluation, and Remuneration.....	28
3.10 Monitoring and Evaluation, Research and Evidence	32
4. CHAPTER FOUR: POLICY PLANNING AND MANAGEMENT	33
4.1 Planning and Budgeting	33
4.2 Management and Coordination of Programs	33
4.3 Roles and Responsibilities	35
4.4 Quality Assurance monitoring and M&E.....	38
4.5 Advocacy and Awareness ABE Policy Creation	39
4.6 Resources Mobilization.....	39
4.7 Public/Private Partnership	39
5. CHAPTER FIVE: REVIEW AND AMENDMENT OF THE POLICY	40

Foreword

The Ministry of Education, Culture and Higher Education (MoECHE), based on the human right to education, and recognizing that nearly 3 million Somali children and youth are out of school, has developed an Accelerated Basic Education (ABE) Policy and Curriculum Framework in the performance of its duties under the National Education Act (2017) which states, “Establishing the right of every citizen to receive free education up to high school in accordance with Article 30 of the Provisional Constitution of JFS .”

The long-term goal of this policy is to ensure that OOSCY have the opportunity to receive a quality basic education appropriate to their age. The key to this policy is to provide an education that is both equitable and of high quality.

The ABE Policy details the steps to be taken to streamline the program, the goals to be achieved, the various stages to be realized, the delivery of education services and the expected outcomes, as well as the way in which they work with the government and other stakeholders involved in education.

The development and implementation of the ABE Policy and Curriculum Framework are part of the Federal Government of Somalia's (FGS's) efforts to improve and expand the quality of education at all levels and in the fight against illiteracy and is a major step towards the reconstruction and development of the country. This is an important step in the beginning of a long journey and work, which aims to provide quality education services to all OOSCY (OOSCY). The Ministry is ready to complete the plans and provide the resources necessary for the implementation of this policy and its curriculum, in collaboration with its national and international partners.

The Ministry has always been committed to effectively and lawfully guiding the activities and services of education and strives to create a collaborative and efficient environment by making it easier for all stakeholders to implement their programs. Therefore, I urge all national stakeholders and international partners in Somalia to actively participate in the implementation of the ABE Policy and Curriculum Framework.

I hope that the implementation of the Accelerated Basic Education (ABE) Policy and its associated Curriculum Framework will lead to the realization of our vision of delivering quality education services to all Somalis with a special focus on vulnerable groups and communities.

In sincere cooperation,

Mr. Abdullahi Abukar Haji (MP)
Minister of Education, Cultural and Higher Education
April 25, 2021

Acknowledgement

First, all thanks is given to the Merciful God who made it possible for us to complete the Accelerated Basic Education (ABE) policy and Curriculum Framework.

Next, we would like to thank USAID for funding and approving this policy and its curriculum. We also thank Creative International and its Bar ama Baro project staff for their efficient and effective implementation of the ABE Policy and Curriculum Framework in collaboration with MoECHE of the Federal Government of Somalia.

Special thanks and commendation is given to the officials and scholars of the MoECHE, especially the Non-Formal Education and Curriculum Development departments who have diligently carried out their duties and guided them through the various stages of preparation, review and approval of the ABE Policy and Curriculum Framework.

We would also like to thank our consultants for their technical and research support in the preparation of ABE Policy and Curriculum Framework. Finally, we would also like to thank the leadership and staff of the Ministries of Education of the FGS Member States who have been extensively involved in the discussions and approval of the ABE Policy and Curriculum Framework.

We are hopeful that our combined investment and efforts will bear fruit in the near future.

List of Abbreviations

ABE	Accelerated Basic Education
CEC	Community Education Committee
CFMU	Cooperation Framework and Memorandum of Understanding
CWD	Children with disabilities
DEO	District Education Officer
EFA	Education for All
EMIS	Education Management Information System
ESC	Education Sector Committee
ESSP	Education Sector Strategic Plan
FGS	Federal Government of Somalia
FMS	Federal Member States
GER	Gross enrollment rate
GPE	Global Partnership for Education
IDP	Internally displaced persons
JRES	Joint Review of the Education Sector
MDG	Millennium Development Goals
M&E	Monitoring and evaluation
MoE	Ministry of Education
MoECHE	Ministry of Education, Culture and Higher Education
NEP	National Education Policy
NFE	Non-formal education
NDP	National Development Plan
NGO	Non-governmental organizations
OOSCY	OOSCY
QA	Quality Assurance
REO	Regional Education Officer
RG	Regional government
SDG	Sustainable Development Goals
TTD	Teacher Development Department
TVET	Technical and Vocational Education and Training

Definition of Key Terms

Alternative Basic Education	The term Alternative Basic Education in its broadest sense covers all educational activities outside the school system (including home schooling, preparation programs, special programs for gifted children). In the Somali context, Alternative Basic Education is a complementary initiative to formal primary education services for marginalized OOSCY and those with diverse needs with the aim of ensuring education can be accessed by all.
Accelerated Basic Education (ABE)	A flexible age-appropriate program run in an accelerated time frame which aims to provide access to education for disadvantaged, over-aged OOSCY. This may include those who missed out on or had their interrupted by adverse circumstances such as poverty, marginalization, conflict, and crisis. The goal of ABE programs is to provide students with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.
Accelerated Basic Education Center	The building or classrooms that provide ABE. “Center” is used for ABE instead of “school.”
Accelerated Basic Education provider	Non-state organizations that provide accelerated basic education such as NGOs, Community Based Organizations, diaspora
Facilitator	The person who teaches the ABE learner. “Facilitator” is used for ABE instead of “teacher.”
Learner	The child or youth who attends ABE classes. “Learner” is used for ABE instead of “students” to reflect the flexible nature of classes.
Out-of-school children and the youth (OOSCY)	Refers to the difference between the population of the official school age range and the number of school-aged students who are enrolled in primary or secondary schools.
Non-Formal Education (NFE)	A set of learning opportunities that are offered to young persons and adults to provide a relevant alternative curriculum for primary and secondary education to improve the quality of complementary and NFE-based programs for children, youth and adults who are unable to follow the formal education in schools due to special and difficult circumstances.

1. CHAPTER ONE: INTRODUCTION

1.1 Introduction and Background

1.1.1 National Context

Somalia has been subject to decades of conflict on a country-wide level, exacerbated by natural disasters. These have impacted all sectors in the country. The endorsement of the Somali provisional constitution in 2012 marked Somalia's slow transition and recovery with a marked shift in the political landscape with the formation of the Federal Member States (FMSs): Jubaland State, South West State, Hirshabelle State, Galmudug State and Benadir Regional Administration. Together with the State of Puntland State and State of Somaliland, these four Federal Member States and Benadir Regional Administration make up Somalia's political landscape.

In 2014 the Somali populations was estimated at 12.3 million¹, with an even distribution of males (50.7%) and females (49.3%). Approximately 42% live in urban areas, 23% live in rural areas, 26% are nomadic and 9% are internally displaced persons (IDPs). The bulk of the Somali population is young with 45% under the age of 15 years. Other recent estimates put Somalia's total population at 15 million².

1.1.2 Education Context

Somalia has one of the lowest gross enrollment rates in the region with only 33%³ school-aged children enrolled in primary education and 27% in secondary education⁴. Enrollment is concentrated in urban areas (60% in Mogadishu and 55% in other urban), followed by rural areas (12%). Enrollment in IDP camps is the worst recorded in the country. Survival rates to Grade 5 are 64%⁵, and only 9%⁶ enter secondary education, indicating a large portion of children drop out-of-school and do not complete the full cycle of primary education. Survival rates are much lower for children from poor households, rural children, girls and children from marginalized communities. Current data indicates that over 3 million children and youth aged between 6-18 years are out-of-school in Somalia. Only about 3 % of nomadic children and 17% of IDP children⁷ are enrolled in school.

¹ UNFPA, 2014. Population Estimation Survey for the 18 pre-war regions of Somalia.

² The World Bank Group, 2019. Somalia Economic Update. Available at: <http://documents.worldbank.org/curated/en/81123156761011001/pdf/Somalia-Economic-Update-Fourth-Edition-Building-Education-to-Boost-Human-Capital.pdf>.

³ NDP 2020-2024

⁴ Education Characteristics of the Somali people Volume 3 UNFPA 2016, http://www.dns.org.so/docs/Analytical_Report_Volume_3.pdf

⁵ NDP 2020-2024

⁶ MoECHE EMIS January 2021

⁷ Education Cluster calculations on IDP students based on UNHCR IDP population data and UNFPA PESS estimates of percentage of IDP children accessing education (17%).

Only 31% of girls and 47% of boys are enrolled in primary school by age 6 (age of entry). Delayed enrollment in primary school is a major factor contributing to children being over-age, with a net enrollment rate of only 11% compared to a gross enrollment rate of 23%⁸. A study on the status of primary education for girls in Somalia found that 67% of the girls and 58% of the boys are over age by at least two years in relation to the expected age for their grade⁹. This seems to be a social phenomenon driven by many Somalis believing that children aged 6-9 years are too young to attend school resulting in increased enrollment during the 10–19 age range. Distance from school and safety do not seem to be significant factors.

A combination of factors such as poverty, the inability of parents to pay school fees, limited school infrastructure, and insecurity hinder access to education. Inequities in access exist across different subgroups of children with girls, IDP children, children with disabilities, pastoralists, nomadic and rural children being particularly disadvantaged. OOSCY are more likely to experience child's rights violations such as early marriage, child labor, child trafficking and sexual abuse.

Children with disabilities remain invisible in Somalia and have very limited access to educational opportunities. While persons with disabilities are estimated to be 5% of the population¹⁰, the number of special needs children enrolled in primary schools out of a total enrollment is 0.3%. Children with disabilities face many barriers including an inaccessible physical environment, lack of community awareness, negative attitudes and stigma as well as a lack of assistive devices and mobility aids.

Within schools, the quality of education is often very low due mainly to the high number of unqualified and untrained teachers with only approximately 30%¹¹ of primary teachers qualified. In total only 15% of teachers are female. Other causes of poor learning outcomes include overcrowded classrooms, lack of learning materials, poor education infrastructure, low attendance rates and the lack of parental involvement in education.

The education system in Somalia was already fragile before the COVID-19 pandemic as a result of multiple crises. In addition, the education system in Somalia is fragmented with several service providers. Approximately 24% of primary and secondary students are enrolled in government-managed schools, while 76% of students are enrolled in schools managed by the community, non-governmental organizations (NGOs) and the private sector¹².

⁸ MoECHE EMIS January 2021

⁹ CARE, 2014. Somali Girls' Education Promotion Project Baseline Study Report, p.34-35.

¹⁰ The Somali Health and Demographic Survey, Directorate of National Statistics, Federal Government of Somalia

¹¹ NDP 2020-2024

¹² FGS MOECHE, 2019. Education Statistics Yearbook 2018/2019.

Education Sector Management

The education sector is managed by the FGS's MoECHE, which is responsible for the overall guidance and administration of education in Somalia. At the FMS level, the education sector is managed under the state ministries of education in each FMS. The education sector continues to evolve and in 2016, the FGS's MoECHE signed a Cooperation Framework and Memorandum of Understanding (CFMU) with the FMS Ministries of Education (MoEs) to provide a collaboration platform between the FGS and FMS.

Education is a priority focus for Somalia. Under National Development Plan (NDP) 8, a number of interventions have been successfully undertaken, including the completion of the Education Sector Strategic Plan (ESSP), the launch of a new education curriculum for primary and secondary schools across the country, the administration of national examinations at Secondary Form 4 and Primary Grade 8 across the country and completion of the Joint Review of the Education Sector (JRES).

The MoECHE has the ultimate authority and responsibility for overall planning, policy formation and setting educational standards oversight and evaluation of how national goals are achieved.

The main coordinating body for the education sector is the Education Sector Committee (ESC). The ESC is a platform for information sharing and coordination of education partners to avoid duplication of efforts in terms of technical and financial inputs.

1.1.3 Background and Situation Analysis of Alternative and Accelerated Basic Education

Alternative basic education was introduced to Somalia by international NGOs in 2004 in the relatively peaceful State of Somaliland after the introduction of a Grade 1-8 curriculum developed with the support of UNICEF and UNESCO. Save the Children and NRC, in collaboration with the MoE in Somaliland, developed a non-formal education (NFE) program called Alternative Basic Education with a policy, guidelines and curriculum that could be delivered flexibly and covered the basics of primary education. The program was introduced to enable children in rural areas and over-age children to access education.

The program was endorsed by the State of Puntland and was also used in the FMS. Curriculum delivery varied in these locations, but all involved an element of acceleration and covered the eight years of primary education in fewer levels and years. A range of education providers delivered each alternative basic education program and adapted the materials to their contexts, often reducing the time required to complete the curriculum.

In 2010, alternative basic education had 14,801 students (51% male and 49% female) enrolled nationally, with 51% of all enrollments in Puntland, 38% in Somaliland and 9% in south and central Somalia. In 2019, alternative basic education had a total enrollment of 30,315 students and 502 teachers leading to a student to teacher ratio of 60 students per single teacher. Learning facilities and teachers are limited, and there are few female teachers.

After the CFMU was signed, a Somali National Curriculum Framework was developed in 2017 and a standardized Grade 1-8 curriculum was rolled out across Somalia. This meant that the alternative basic education curriculum and materials were no longer aligned with the new curriculum and that there was no MoECHE validated policy framework, curriculum or national standards for examination, placement, certification and qualification of students at various ages, levels and needs. In recent years consultations have taken place at state and federal level on the elements that should be considered in developing a standardized NFE policy framework. The main recommendations from the, “Development of NFE policy, Stakeholder Consultation Workshop,” held in February 2020 was for the development of a NFE policy framework, guidelines and implementation plan.

The MoECHE Department of Planning and Budgeting had a plan for policy development across the education sector in which a policy framework for alternative basic education and curriculum development was scheduled for September 2020. To avoid confusion with other non-formal programs, the MoECHE recommended a change of name to Accelerated Basic Education (ABE).

Within the MoECHE, the Technical and Vocational Education and Training (TVET) and NFE Department is responsible for accelerated and alternative basic education programs.

1.2 Operational Definition of Accelerated Basic Education

ABE is a flexible, age-appropriate program, run in an accelerated time frame, which aims to provide access to education for disadvantaged, over-age, OOSCY. This may include those who missed out on, or had their education interrupted by, poverty, marginalization, conflict and crisis. The goal of ABE programs is to provide students with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.¹³

ABE targets children who are unable to enroll in formal education because they are over the age requirements for the grade. It also targets older children who never had the chance to enroll in education or dropped out of primary school. Recent data for 2020¹⁴ indicates that 67% of all children and adolescents in Somalia have never attended formal education or are currently out of school for a range of reasons. As the older ABE students are more cognitively mature and bring with them skills, experiences and knowledge they are able to cover the ABE curriculum in a shorter period of time. ABE curricula, materials and pedagogy often differ from those of formal schools. The ABE curriculum is condensed, often removing non-core subjects and repetition while focusing on literacy and mathematics. The ABE in this policy has four levels. Each level covers the equivalent learning competencies in two grades levels. ABE emphasizes acceleration of a curriculum such that students get an equivalent level of certified education to primary schools in a shortened time frame.

¹³ Accelerated Education Working Group definition

¹⁴ MoECHE EMIS 2020

The term alternative basic education in its broadest sense covers all educational activities outside the school system (including home schooling, preparation programs, and special programs for gifted children). In the Somali context, alternative basic education is a complementary initiative to formal primary education services for marginalized OOSCY and those with diverse needs with the aim of ensuring education can be accessed by all¹⁵. It is provided to children of any age to provide the essential elements of education needed to transfer to primary school. It covers one academic grade per year and targets rural areas, pastoralists, and agro-pastoralists.

1.3 Policy and Legal Context

This section looks at international and national legal frameworks, policies and documents that bind the government of Somalia in recognizing the rights of OOSCY to a quality basic education resulting in certification.

Education is a fundamental right. It is enshrined in the Universal Declaration of Human Rights (1948). Since then, it has been reaffirmed in the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of Discrimination Against Women (1979), the Convention on the Rights of the Child (1989) and the Convention of Persons with Disabilities (2006) among many other international human rights instruments. It is also envisaged in Islamic laws, national laws and regional conventions. In 2000, governments from around the world, including Somalia, adopted the six Education for All (EFA) goals and the eight Millennium Development Goals (MDGs) that later transitioned to Sustainable Development Goals (SDGs). The FGS as a signatory to the global Safe Schools Declaration also recognizes that attacks against education create major challenges for children to be safe, protected and to learn effectively.

The National Development Plan 9 (2020-2024) recognizes education is crucial for national development and poverty reduction and is an essential tool for all Somalis to realize their potential. Somalia will ensure SDG 4 is met through inclusive and equitable quality education and training that promotes lifelong opportunities for all. Under Pillar 4: Social Development, the Human Capital Development strategy outlines seven priorities for improving education and training. Priority 2 relates to strengthening its policy and legal framework to enhance delivery of education services. Priority 4 focuses on education initiatives for the most vulnerable: IDPs, girls, rural children and youth who have the least access to schools. The NDP will address these challenges through partnership with non-state actors, new infrastructure, female teachers and household awareness of the importance of education, supported by increased regional safety and security.

The Somali Education Act (2017) enshrines in Article (3) that every Somali child has equal right to free basic education. This act provides equitable access to quality education for all Somali children.

¹⁵ ESSP 2018-2020

The National Education Policy (NEP) 2017 Part 3.4: Guiding Principles states in “Access to Education,” “Every Somali citizen has the right to education appropriate to their age and needs, including the provision of free and compulsory basic education.” The NEP in Part 12 outlines provisions for non-formal primary education to facilitate flexible access to relevant education opportunities for continuing education students. One of the key objectives is to align non-formal primary education to the formal primary curriculum to facilitate primary school re-entry at grade- and age-appropriate levels.

The Education Sector Strategic Plan (ESSP) (2018-2020) Chapter 7 outlines strategies for alternative basic education services that align with formal primary education for marginalized OOSCY and those with diverse needs to ensure education can be accessed by all. It provides a solid basis for developing a quality accelerated basic education policy. Key policy documents guiding the development of the ABE Policy include:

- National Development Plan for Somalia 2020- 2024
- National Education Act 2017
- National Education Policy 2017
- Education Sector Strategic Plan 2018-2020
- National Curriculum framework 2017
- Private School Policy
- Draft Policy Framework for Community Education Centers
- National Policy for Special Educational Needs Disability and inclusive Education (SEND & IE) 2018
- Draft Teacher Policy (2020)
- Education Sector COVID-19 Response Plan (2020)
- School Re-opening Guideline (2020)
- Quality Assurance School Inspection manual
- Puntland State of Somalia, MoE Strategy for Implementing Alternative Basic Education for Out of School Children, 2007
- Puntland State of Somalia, MoE Alternative Basic Education (ABE) Program Implementation Guideline 2008
- Republic of Somaliland, MoE, Alternative Basic Education Implementation Guideline, 2008

The MoECHE has the ultimate authority and responsibility for policy formation, overall planning and setting educational standards oversight and evaluation of how national goals are achieved. The Department of NFE through the MoECHE is committed to increasing access to education for out-of-school adolescents and youth, strengthening the quality of accelerated and alternative basic education teaching and learning as well as improving efficiencies and subsector management.

1.4 Policy Rationale

1. As outlined in the NEP, the FGS set out several objectives, including the need to establish a capable alternative basic education department within the MoECHE to ensure regulation of and coordination between individual programs in this field of education. The MoECHE ESSP 2018-2020 outlined key policy priorities and strategies to be supported during the ESSP period for NFE and alternative basic education programs. However, few of the objectives outlined in the NEP or ESSP were achieved during the period of the outgoing ESSP. Following the MoECHE NFE policy and stakeholder consultation workshop in February 2020 a roadmap for the development of a NFE Policy was recommended. The MoECHE took the decision to develop an accelerated basic education policy in tandem with the NFE policy.
2. The ABE Policy will provide a comprehensive, unified policy framework for accelerated basic education in Somalia. This document guides the establishment of seamless alternative pathways to formal education and/or the workforce for Somali students.
3. The ABE Policy will guide and strengthen the provision of accelerated basic education in Somalia. This will provide learning opportunities in basic education, including literacy and numeracy, and life skills for over-age OOSCY.
4. A harmonized policy provides a single national system for planning, implementing, monitoring, and evaluating all accelerated basic education services for over-age OOSCY throughout the country. It will improve integration of accelerated basic education within the overall planning, implementation, monitoring and evaluation of Somalia's education system.

1.5 Scope of the Policy Framework

The ABE Policy Framework applies to all educational, training and research activities, and ABE programs in Somalia. The policy will apply to (but not limited to) the following key stakeholders:

1. Public and private service providers to ABE students
2. Public and private funders including donors and diaspora
3. Communities and Community Education Committees (CECs)
4. Development partners, community-based organisations, NGOs, civil society organisations, UN agencies and donors
5. ABE head teachers, teachers, and students
6. Educational institutions, including primary and secondary schools (government and private), TVET institutions, and institutions offering head teacher, teacher, and community training courses
7. MoECHE, State MoEs and other government ministries/departments
8. Other educational providers

2. CHAPTER TWO: POLICY FRAMEWORK

2.1 Guiding Principles

The following principles guided the development of the ABE Policy Framework and are in accordance with Islamic law, national laws, international and regional conventions, policies, guidelines and regulations. These cross-cutting principles should guide the ABE Policy Framework implementation:

1. **Community participation and ownership:** Communities, parents and students shall be consulted and actively involved in all aspects of the ABE i.e., site selection for the ABE center, times of classes, planning, implementation, monitoring and evaluation of the ABE program. Playing a direct role in the ABE program will develop ownership and accountability within the ABE community and lead to success and sustainability.
2. **Flexible delivery:** ABE has to be flexible enough to respond to the different needs of the students and parents who are influenced by their ways of life and challenges at different times in local conditions. Make ABE class times and center location flexible as required by the community, teacher and above all, the specific needs of both male and female students in order to ensure consistent attendance and completion.
3. **Access to education:** Every Somali citizen has the right to education appropriate to their age and needs, including the provision of free and compulsory basic education. Focus shall be given to enhancing educational opportunities through reducing the distance from home to ABE center, minimizing gender bias, improving the quality of education, and having a flexible timetable of lessons.
4. **Inclusive education:** All activities implemented under this policy need to directly encourage and ensure the participation of children living with disabilities in ABE.
5. **Gender equity:** ABE recognizes the different needs of different genders. All activities implemented under this policy need to directly address gender discrimination and promote gender to ensure that no harm comes to children. Focus should also be given to promote gender equality in CECs and during the recruitment of teachers to increase the number of female teachers. Programs will be designed and implemented to improve gender awareness and gender relations in the community. Special attention shall be paid to ensure the participation of females as students and teachers in all ABE programs and harmful gender practices discouraged.
6. **Equity:** The principle of equity is meant to ensure education for all. Educational services should be provided equally to all individuals in a community irrespective of their disability status, gender, age, geographical location, culture, ethnic group, or social class. Focus should be on inclusiveness, non-discrimination, social accountability and gender equality.

7. **Linkage and transition to formal schools:** ABE is part of the effort to see all school-age children get access to quality accredited primary education. ABE programs have multiple entry and exit points to enable over-age students to join at the correct academic level and continue their education at an accelerated pace. Students can transition from ABE programs to formal education at the age-appropriate grade throughout the programs.
8. **Cost-effective provision:** The ABE program will make use of existing local facilities such as formal schools and local materials as much as possible. It will ensure that teachers are recruited from the community and local experiences are used to solve local problems in the ABE program.
9. **Quality education:** ABE program provision shall be of high quality to ensure greater numbers of students complete the course. Adequate teaching and learning materials must be provided to create a conducive environment for learning. ABE staff, CECs members and teachers shall receive an orientation to ABE and skills upgrading on courses provided or approved by the MoECHE to improve their teaching and education qualifications and knowledge. Participatory learning assessment, monitoring and evaluation and support services shall be organized to enhance the relevance and quality of the program.
10. **Relevance:** All education shall be relevant to the age and socioeconomic and cultural needs of Somalia and its citizens. Program content needs to be aligned with the national curriculum framework to ensure students can successfully transition to formal education and obtain recognized education qualifications.
11. **Cultural responsiveness:** The ABE program, approaches and methods should reflect cultural realities and promote unity, pride and respect for Somalia's diverse cultural heritage.
12. **Learning environment:** All ABE students will have access to a safe, friendly and protective learning environment.
13. **Partnerships:** The MoE shall be responsible and accountable for the implementation of this policy but shall at all times seek to develop effective national, regional, and international partnerships to enhance and ensure the success of the implementation process.
14. **Sustainability:** ABE programs must be aligned with the policy and provide a full cycle of ABE education. Communities will be encouraged to mobilize local resources in cash or in-kind for the sustainability of the programs.

2.2 Purpose

The purpose of the ABE Policy Framework is to ensure a harmonized, relevant, and coordinated approach to ABE for over-age OOSCY in Somalia. This document is a guiding framework for all education providers supporting ABE in Somalia, including the MoECHE and MoEs, to ensure increased provision and quality of ABE programs. With the support of these guidelines, partners will adhere to a common approach for ABE and comply with agreed-upon standards. The guidelines also provide a framework for continuous monitoring and improvement of ABE programs in Somalia.

2.3 Vision

ABE is designed to contribute to the MoECHE's goal of reaching SDG 4 education targets by increasing access for OOSCY to quality primary education.

2.4 Goal

To provide quality relevant basic education to OOSCY that is flexible and age-appropriate in an accelerated timeframe that provides students with certification to enable transition to opportunities including formal education and vocational training.

2.5 Objectives

Evidence shows that more than 75% of all children and adolescents in Somalia have never attended formal education or are currently out-of-school for a range of reasons. The ABE subsector aims to address this issue and improve learning for those who have never benefited from formal education or for those who have dropped out of school. The ABE Policy Framework has the following objectives:

1. Ensure that the implementation of the strategy is systematically planned, organized and coordinated to provide standardized ABE opportunities for over-age OOSCY.
2. Increase access to education for disadvantaged communities or groups – i.e. pastoralists, girls, children with disabilities, and OOSCY – by expanding ABE program provision.
3. Provide a second chance for those who discontinued their education and dropped out of different primary grades
4. Promote gender equality and increase the enrollment of girls
5. Ensure recognition of student achievements and certification of ABE programs to enable transition to formal primary, secondary or vocational education systems
6. Improve the quality of ABE curricula, teaching materials and learning outcomes which are aligned to the formal education curriculum
7. Strengthen the capacity of ABE staff and teachers to provide relevant quality education
8. Improve coordination mechanisms within ABE, with MoECHE departments and with development partners at all levels to strengthen management of ABE programs

9. Implement a comprehensive advocacy program to raise awareness of ABE programs
10. Ensure that ABE teachers are remunerated fairly
11. Develop and mobilize resources and support for ABE as a basis for lifelong learning

3. CHAPTER THREE: POLICY PROVISIONS

3.1 Registration and Accreditation of ABE programs

1. The MoECHE will set quality standards and procedures to regulate all ABE programs at the national level while utilizing the national data record system. The MoECHE will also be responsible for authorizing and guiding international agencies seeking to support the ABE program.
2. The MoECHE reserves the right to revoke the consent of international organizations that support ABE programs that fail to maintain quality standards or adhere to the policies, curriculum, procedures and plans set forth for ABE programs.
3. State MoEs are responsible for the registration, accreditation, licensing and certification of all ABE programs, ABE centers, educators, head educators, ABE facility managers, and subordinate service personnel, database of programs, facilities, staff, and ABE students. This information is to be regularly shared with the MoECHE.
4. All entities both governmental and non-governmental interested in establishing or operating ABE programs must register and obtain approval from the regional MoE. Such clearance will consist of initial registration and subsequent accreditation or certification for ABE providers. Entities or interested parties will submit registration information to the state MoE for entry into the central database of ABE service providers. Organizations that are not registered but are already providing ABE programs are required to submit registration information within one month of being notified of this policy. The state MoE will transmit ABE data to the MoECHE.

Should an ABE provider fail to meet the registration requirements, they shall be allowed three months to meet the requirements that are preventing them from being recognized. After that, if they fail to meet the requirements, they will be instructed to stop operations. Notification will be made stating that the provider is neither a registered nor an accredited entity.

Policy Measures (as outlined in the Private School Policy)

To address this policy, the Government shall employ the following strategies:

1. Ensure that all required documentation is submitted, approved, and archived properly.
2. Ensure that the submitted (and confirmed) documents include but not limit to:
 - a. school's name and location
 - b. list of owners,

- c. contact information,
 - d. the names of the operators of the school, if different from the persons or organization referred to in clause B
 - e. the qualifications of the proposed members of the instructional staff
 - f. the proposed programs of study, if different from the national curriculum
 - g. a list of subjects proposed to be offered and an outline of the major skills and knowledge areas to be learned by students, which must be consistent with the requirements of the ministerial guidelines
 - h. proof that the building to be used by the school complies with municipal zoning bylaws and the ministry's basic standards
3. Confirm that the proposed school meets all basic standards before the school year starts
 4. Ensure that the school authority pays registration and or licensing fees
 5. Ensure that a temporary permit is granted before the proposed school is open
 6. Ensure that the new school obtains an interim-2 year's license- within three months of the school operations
 7. Conduct an external evaluation by the end of the 2nd year to grant a five-year license
 8. Ensure that school authorities do not change the approved location of the school, nor do they make any major alteration to the building without ministry consent/approval

5. The state MoE will provide ABE providers with temporary, two-year registration before full registration is approved in accordance with the registration requirements. They retain full authority to revoke the license and registration certificate of ABE providers who fail to maintain ABE quality standards.

3.2 Community Sensitization, Mobilization, and Participation

3.2.1 Community is Engaged and Accountable

1. For the community to understand the importance of (ABE), public awareness must be raised about the purpose and objectives of ABE, the process of selecting and retaining students and how students can transfer to formal schools.
2. To ensure transparency and ownership, the community must be involved in the planning, monitoring, implementation and ongoing improvement of ABE centers in their neighborhood.
3. Accountable governance structures such as CECs should be established for new and existing facilities. In ABE centers that do not operate within an existing formal school, a CEC should be established. When ABE centers are located within existing formal schools, the existing board structure should include members representing the ABE community.

A CEC not in an existing formal school should have a maximum of seven persons comprising of chairperson, secretary, treasurer and four other members. These should include:

- a. ABE center head teacher
 - b. ABE teacher
 - c. Parent representative
 - d. Student representative
 - e. Business representative
 - f. Women's representative (female can be selected from women's/parents' association)
 - g. Religious leaders, intellectuals, or significant individuals accepted by society
4. The CEC in formal schools can have up to 11 members to ensure that ABE is represented and should have a minimum of 2 female representatives and an ABE student representative
 5. CEC members should be representative of the community and are trained and equipped to support ABE management
 6. The CEC will observe the following guidelines outlined in the CEC 2020 policy which states:

The main requirements for the CEC membership are that people will volunteer their time and there is no payment during the work of the committee. Membership term is two years. Board members including officers, chairman, secretary, treasurer and four other members bringing the total number of members to seven.

The CEC will normally meet every two weeks for three hours. Additional meetings can be scheduled as needed:

- All meeting agenda and documents will be circulated to members five working days in advance of the meeting. Urgent matters may be considered later if the Secretary to the CEC gives consent.
- Minutes of the meetings will be captured and shared verbally and in writing.
- Five members of the Committee shall normally be a quorum.

3.2.2 CEC Responsibilities

1. Actively participate in ABE center management
2. Attend CEC training
3. Raise awareness and mobilize community members to enroll children and encourage girls' enrollment in particular
4. Participate in the identification and selection of ABE students
5. Agree with students and teachers on WAD class schedules and times
6. Identify the site for the ABE center and mobilize the community/local resources for center construction, maintenance and running of the ABE program
7. Participate in ABE teacher identification, selection, hiring and firing

8. Generate income for the ABE center to contribute towards teacher salaries (in cash or kind)
9. Encourage enrollment, retention and completion in ABE with a special emphasis on female students
10. Monitor teachers and student's attendance and performance
11. Offer support to students to curb drop out
12. Follow up on teacher and student absenteeism and track dropouts
13. Participate in decision making (identification and prioritization of needs, ABE planning, implementation, monitoring and evaluation)
14. Develop and implement ABE center development plan
15. Keep community informed of ABE activities
16. Actively participate in community mobilization for sustainability

3.3 Establishing an ABE Center

1. ABE centers must possess learning environments that are safe, hygienic, protective and conducive to learning that conform to the minimum standards set by MoECHE.
2. All ABE centers must be registered and obtain two years of clearance to commence a program or operate an ABE center. All ABE centers shall be subject to quality assurance visits for a minimum of once every semester (two times per year).
3. Site selection for ABE centers must be done with the participation of the community. Priority should be given to communities without schools (hard to reach), relatively densely populated areas, rural areas, nomadic societies, and disadvantaged groups.
4. The ABE centers will strive to achieve an average teacher:pupil ratio of 35:1 as in primary schools.
5. Flexible ABE learning centers for ABE students could be:
 - Formal schools which are operating in a single shift system
 - Private schools which are operating in a single shift system and upon negotiation and partnership
 - Vocational centers if operating in a shift system
 - Other public, private or community buildings which are agreed upon to serve as an ABE center such as women's centers, community halls, religious facilities or private houses offered voluntarily by community members
 - A building constructed by the education provider or community for ABE use which meets minimum standards as set by the MoECHE
6. Whether constructed, borrowed or rented the ABE learning center must meet acceptable standards of size, quality, safety and sanitation facilities and recreational space.

7. ABE centers shall have at least one of the following documents regarding land use by the institution:
 - a. A title deed/allotment letter that shall be in the name of the institution
 - b. A MoU or tenancy agreement that provides for smooth transitions in case of change of use

8. In rural areas where accessing available classrooms or constructing permanent classrooms is impossible, ABE centers can use:
 - Tree shade, with consideration that wind, sun, reflection, and weather have no harmful effect on students and do not negatively impact the teaching learning process
 - Low-cost shelters constructed from local resources or corrugated iron sheet, cemented floors and ventilated walls in the absence of all other options
 - Portable tent

9. ABE providers with long-term objectives (greater than one full cycle of ABE) are encouraged to develop permanent structures that meet with minimum standards as set by the MoECHE and MoE.

3.4 ABE Center Facilities

1. ABE centers should include storage facilities and appropriate and gender-sensitive water and sanitation facilities.
2. The latrines should be disability-friendly and reasonable adjustment should be done to all building to allow accessibility by people with disabilities.
3. All ABE centers operating after regular school hours shall be required to have lights and reliable electricity to ensure a conducive learning environment.
4. All classrooms should contain a blackboard and seating for the teacher and students.

3.5 Student Identification, Enrollment, Retention, and Support

1. Due to the high number of OOSCY who have never attended schooling, the ABE will provide alternative education pathways for those who have been excluded from education.
2. The ABE program accepts OOSCY who are older than 9-17 years of age. Over-age is defined as 3 or more years older than the age of entry into primary school (6 years).
3. Entry age for each level is:

ABE Level	Entry age per ABE level
1	9-16
2	10-17
3	13-17
4	15-18

4. ABE target communities will include:
 - Nomadic/pastoral communities
 - Street and working children
 - Urban and rural poor who are unable to afford to send their children to school
 - Children with disabilities, chronic diseases and special needs
 - Children in remote areas and hard to reach villages
 - Children affected by conflict
 - IDP children
 - Returnees from conflict zones
 - Orphans and child heads of households
 - Girls barred from education due to early marriage, motherhood or domestic chores
 - School dropouts who have not completed primary education

5. ABE promotes gender equality in enrollment.

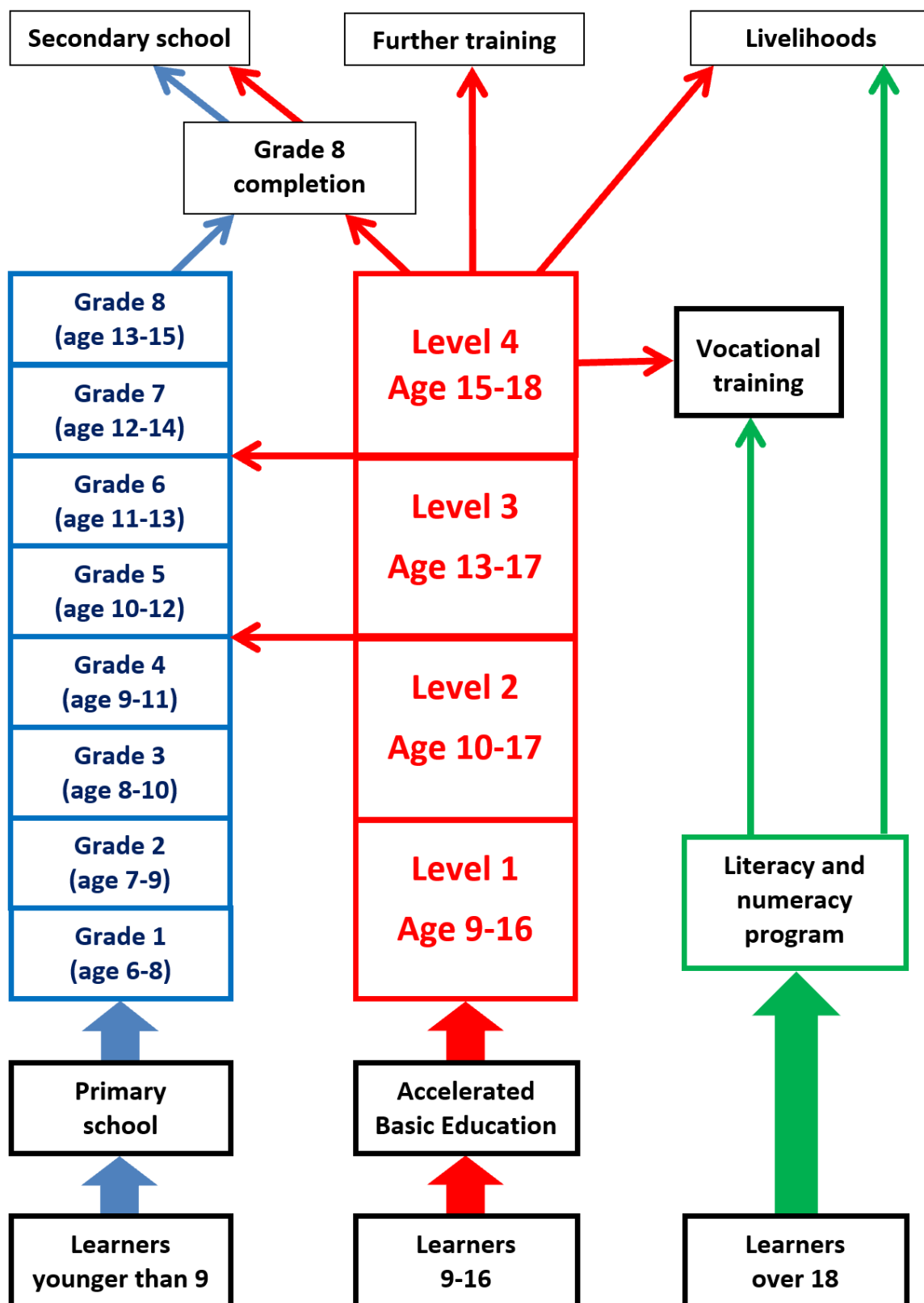
6. ABE students will be selected through consultations between ABE center teachers, head teacher, CEC, and community leaders. Potential students will be consulted to ensure that the timing of ABE center hours is appropriate.

7. Efforts must be made to raise public awareness of the education of girls and children with disabilities so they may benefit from the ABE program.

8. During enrollment, students who will benefit from ABE will be tested for placement to determine the appropriate level. The placement test procedure will be set by MoECHE or state MoE. The head teacher at the ABE center will be responsible for administering the placement test and assessing student standards.

9. Learning pathways for ABE students are mapped in Figure 1 below, showing the pathways from ABE to the formal system and/or workplace. Level 1 and 2 can be delivered flexibly in two different time frames 1) following the academic year, 2) taking 18 months each with fewer lessons per day. Level 1 and 2 would then take 3 years to complete.

Figure 3: Pathways from ABE into formal education



10. Teachers will provide counselling and guidance regarding the above learning pathways to ABE students. This will be incorporated in ABE teacher trainings. Counselling and

guidance focus both on progression through ABE and transitions to the formal education system, TVET institutions/apprenticeships and/or the workplace.

11. Where possible, the CEC, community or education provider should provide additional support for vulnerable students such as cash payments or similar supports.
12. Where possible, provide scholarships or cash grants for girls and vulnerable students to transition to formal education and remain there until their primary education is complete.

3.6 Curriculum, Pedagogy, and Instructional Time

1. The MoECHE aims to have a standardized, accelerated and condensed ABE curriculum aligned to the National Curriculum Framework (2017) that is gender-sensitive and age appropriate and uses relevant teaching pedagogies and assessments to meet the needs of the target ABE students enabling them to achieve Grade 8 Primary/Intermediate certification.
2. ABE user-friendly materials, including implementation guides, teachers guides, textbooks, and reading materials for students are developed and available.
3. The ABE program is flexible and enables students to complete eight years of primary/basic education in four years.
4. Adherence to the instructional time is mandatory to cover content and ensure that students are able to practice new skills while still maintaining flexibility to meet the needs of the students and community. For example, Level 1 and 2 can be delivered flexibly in two different time frames after consultation with the students and community. However, the end of each level must align with the MoECHE school calendar final exams. See below for the number of lessons and hours per level. Note that assembly and breaks are not included.

Instructional hours per level for a six-day week:

Level	# lessons	# hours per day	# lesson per week	# hours per week	# Lessons per level
1	5	3 hr 20 m +	30	20	1080
2	5	3 hr 20 m +	30	20	1080
3	6	4 hr +	36	24	1296
4	6	4 hr +	36	24	1296

5. The ABE curriculum and its co-curricular activities support children’s psychosocial wellbeing, academic performance, and holistic development. Through evidence-based and relevant instructional practices, learning center teachers and staff are trained to create a positive and safe ABE center environment and to help students build self-

awareness, emotional literacy, and cognitive flexibility, along with conflict resolution, goal-setting, and healthy relationships.

6. Environmental protection, peace education, and relevant life skills are integrated into the ABE curriculum.
7. The ABE curriculum is condensed and integrated (horizontally and vertically) and aligned with the formal school curriculum learning outcomes. Each level is the equivalent to two grades.

The condensed curriculum has a reduction in core subjects to improve quality of education by increasing the number of hours a student spends per subject.

The ABE has the following subjects per level:

ABE Level	ABE Levels leading to Grade 8 Primary/intermediate Completion Exam
1	1. Somali 2. Mathematics 3. Arabic/Islamic studies
2	1. Somali 2. Mathematics 3. Arabic/Islamic studies 4. Science/Social studies 5. English
3	1. Somali 2. Mathematics 3. Arabic 4. Islamic studies 5. Science 6. Social studies 7. English 8. Technology
4	1. Somali 2. Mathematics 3. Arabic 4. Islamic studies 5. Science 6. Social studies 7. English 8. Technology

Note

Level 1-2: Arabic and Islamic studies will become one integrated subject

Level 1: Social studies will be integrated into Somali

Level 4: Business skills will be integrated into Somali language

8. The focus in the lower levels will be on building a strong foundation in literacy (in the languages of Somali, Arabic and English), numeracy and life skills to enable students to study other core subjects.
9. The ABE Policy Framework supports a curriculum with the following characteristics:
 - Alignment with the national curriculum competency outcomes for Grades 1-8
 - Learning outcomes for the four levels of the ABE program that are in line with regular school curriculum to ensure that children and young people can re-enter formal schools successfully
 - Be competency-based (written in terms of what students will learn, with specific, measurable, achievable, realistic, and time-bound objectives/competencies)
 - Be in accordance with national education policy on language of instruction (National Education Policy 14.1.3 Medium of instruction: The Policy directive is that the mother tongue Somali shall be used officially as a medium of instruction for the primary classes (1 to 8))
 - Be contextually relevant to students' lives and to their communities
 - Build on students' existing knowledge and skills
 - Be accessible, sensitive, and relevant to both genders as well as to other disadvantaged groups such as children with disabilities
 - Be student-centered, participatory, and activity-based
 - Promote responsible citizenship, tolerance, cultural sensitivity and awareness
 - Incorporate emerging technologies and promote 21st century skills, communication, decision making, critical thinking and creativity
 - Focus on application of knowledge and skills
 - Incorporate locally developed materials
 - Promote self-reliance
 - Encourage integration of literacy and numeracy across a range of content areas
 - Clearly incorporates formative and summative assessments to establish student achievement, challenges and readiness to transition from one AEP level to another and to the formal education system
 - Where relevant, content should be sequential from simple to complex
 - Have content and wording that is well-matched with the level of teachers and students and be user-friendly
 - Leads to Grade 8 Primary/Intermediate certification that is recognized by the MoECHE so as to allow for entry or transfer into formal education and other learning opportunities
 - Provide opportunities for lifelong learning
10. The implementation of ABE curriculum is monitored and evaluated through continuous assessment and effective feedback, with plans made for continuous improvement.
11. All ABE curricula at each level must be updated following any revisions to the mainstream primary school curriculum, to ensure that ABE programs remain aligned and can continue to transition students to formal education.

3.7 Teaching and Learning Materials

1. All organizations supporting the MoECHE to implement the ABE program must use standard MoECHE ABE materials and supplies to ensure uniformity and standards.
2. ABE materials that will be supplied to ABE centers by state MoE and ABE providers will include student texts, teacher guides, attendance and assessment record books, basic stationery needs for students and other relevant instructional materials.
3. The MoECHE is responsible for printing and distributing teaching and learning materials to all ABE centers. NGO ABE providers need to obtain permission from the MoECHE and be responsible for the printing and distribution of teaching and learning materials themselves.
4. All teaching and learning materials should be stored when not in use.
5. The minimum student:textbook ratio for each subject in Levels 1 and 2 shall be 3:1. In Levels 3 and 4 it shall be a minimum of 2:1.
6. Teaching aids (e.g. real objects, pictures, maps, models, charts) will be prepared with the involvement of teachers, students and parents to support the ABE curriculum.
7. At the end of each level, textbooks shall be collected and stored to be used the following year with new ABE students.
8. Low-cost recreational and sport materials suitable for both girls and boys should be provided to ABE centers to help motivate students to remain physically active.

3.8 Assessing Students' Progress and Certification

1. The MoECHE will conduct an evaluation of student progress in the areas of learning, conduct periodic research to identify challenges, and then prepare solutions. The MoECHE will also lead the development of knowledge-based assessment procedures specific to the ABE curriculum so as to ensure the transfer of students to high school.
2. The state MoE shall perform assessment and examination administration. Placement, formative and diagnostic assessment shall be ABE center based. The MoECHE Examination Department shall:
 - Offer leadership in setting competency-based assessment
 - Manage end of Level 4 examinations and accompanying certification. Certificate of competencies will be an option for students who are unable to sit for the Grade 8 Primary Completion Examination
 - Share the examination results with the ABE centers

3. Placement assessment shall be administered prior to admitting a student and shall aid in placing the learning in the appropriate level.
4. Students must complete periodic assessments to ensure that they have met the criteria for promotion to the next level of ABE. These standardized content-based assessments are administered by ABE teachers and follow a standardized assessment tool. The administration of the formative assessment will be monitored by the District Education Officer (DEO). Results are compiled at center level and students and parents notified. End of level assessment results are reported to the DEO and Regional Education Officer (REO) so they can be entered in the MoE and MoECHE Education Management Information System (EMIS).
5. ABE students transitioning into the age-appropriate grade in the formal system must present completion assessment results and/or pass the entry exam for the appropriate grade level. The cost of the exam should be waived.
6. The ABE providers must assess Level 4 students suitable to take the Grade 8 Primary/Intermediate Completion Examination and submit candidates' names to the MoE / MoECHE in timely fashion with the relevant documentation. Ensure a registered examination center is available and provide transport for candidates to sit the examinations. The ABE provider and/or CEC shall provide the examination fee for each candidate sitting the examinations.
7. ABE students that successfully complete Level 4 but are not registered for the Grade 8 Primary/Intermediate Completion Examination shall be issued an ABE completion certification that shall facilitate entrance to adult education and TVET institutions and take the place of any entrance exams.
8. ABE Level 4 completion results will be reported from the center level to the DEO, which will issue MoE approved certificates to qualified students.
9. All ABE Level 4 completion results and ABE Grade 8 Primary/Intermediate Completion Examination results will be compiled under the NFE section of the EMIS and reported on and analyzed separately from formal education results.

3.9 ABE Teacher Recruitment, Professional Development, Professional Evaluation, and Remuneration

The Teacher Development Department (TDD), in consultation with Finance and Human Resource Department, is mandated to recruit, deploy, transfer, discipline and maintain good professional standards of all teachers working in public and community by conducting effective Quality Assurance activities.

3.9.1 Teacher Recruitment

1. Where possible, follow the government requirements, including qualifications, certifications and registration as outlined in the Teacher Policy 2020.
2. An ABE teacher can be someone who meets the following criteria:
 - A state MoE- or MoECHE-registered teacher
 - A trained teacher willing to be trained in ABE methodology
 - An individual aged above 19 years with post-secondary school experience or a community member that is a secondary school graduate willing to be trained as an ABE teacher
 - Has received ABE training and has experience as an ABE teacher
 - Has good integrity, with no criminal record, is mentally fit and has good academic and professional standing within the community
 - Has knowledge of local language and culture
 - Is acceptable by the local community and preferably a resident
3. Priority will be given to recruit and encourage females to become teachers while ensuring a safe environment for them to thrive. In cases where there are few female applicants, attempts will be made to shortlist them all and interview them.
4. The teacher recruitment process consists of the following steps:
 - a) MoE and/or MoECHE will be informed of the need to recruit ABE teachers
 - b) A call for applications for the position of ABE teacher will be conducted through advertisements in the mainstream media recognized by the MoE including radios, local websites or notice board at REO/DEO offices or within the community
 - c) The CEC will identify suitable candidates and recommend their application as the ABE teachers
 - d) Candidates will be shortlisted based on their suitability for the role of ABE teachers
 - e) ABE teacher interviews will be conducted by a panel consisting of: DEO, CEC chairperson, local head teacher and representative from the ABE provider
 - f) Successful candidates will be given an appointment letter by the ABE provider that is also signed by the DEO
 - g) The panel is expected to keep a record of all stages from advertisement; shortlisting of candidates, rating or evaluation of applicants at interview and deployment to ensure transparency and for future reference in case of complaints by an aggrieved candidate or a replacement teacher is required at short notice
5. If the community fails to identify the kind of person they are looking for as per the criteria set, it should advertise in adjacent communities and towns.
6. Assistant teachers should be recruited to mitigate challenging circumstances, such as an absence of female teachers or mother-tongue language issues. Assistant teachers should have a minimum qualification of Grade 8 Primary/Intermediate Completion Examination.
7. All ABE teachers recruited must sign the MoECHE Teacher Code of Conduct.

8. All ABE teachers recruited (qualified and unqualified) are required to register with the MoE and MoECHE. They will be given a period over which they will undergo in-service training to be fully registered. The process will adhere to the Teacher Policy 2020.

Teacher Policy 2020

- Registered teachers will be given personal registration numbers that will form a key identifier of the teacher in the Records Unit of the TDD.
- Apply for registration by filling prescribed forms available at the Teacher Development Department, Mogadishu
- The forms should be accompanied with certified copies of certificates that make the applicant a professional teacher
- Certification can be done by the MoECHE or a state MoE who must physically see the original certificate and share with TDD office

3.9.2 Professional Development and Performance Evaluation

1. The Department of Teacher Development of MoECHE and State MoE will have technical partnerships with reputable educational institutions to develop and endorse ABE training module and in-service training materials that will form part of the two-year Primary Teacher Training Course. The ABE training module should include an expedited learning curriculum, management strategies, and intensive curriculum teaching strategies. All materials will be approved by MoECHE and will become the official standard for use by ABE implementers, providers and government schools implementing ABE programs.
2. Pre-employment training will be conducted by trainers from the faculty of education, trained supervisors of state MoE and qualified teachers employed by MoECHE. To provide technical support and quality assurance, trainers must be recognized and included in the MoECHE and state MoE databases. The MoECHE will set minimal financial and non-financial incentives to increase the pool of trainers.
3. All ABE teachers must participate in MoECHE-approved pre-employment training and ongoing competence-based training (minimum of three days per year) during school holidays. Training should focus on knowledge and subject matter, as well as teaching methodologies and learning approaches that are specific to the nature of ABE programs. ABE teachers will be provided with continuous professional development opportunities through on-the-job training, self-study, peer to peer learning, mentoring and distance learning.
4. Initial trainings will be followed with mentoring support for teachers provided by ABE trainers, CECs, and ABE-provided supervisors during inspection visits. They will ensure ABE curriculum materials and teaching resource packages are being used effectively, provide guidance on emerging questions or needs from teachers, and provide inputs to

the MoECHE on how to update training materials and teacher resource packages based on lessons learned at ABE center level.

5. ABE teachers will be given the opportunity to continue their education and pursue teacher training courses during the school holidays using online platforms.
6. The ABE head teacher and ABE provider staff shall provide regular structured and supportive monitoring and supervision of day-to-day teacher performance, including regular classroom observations, feedback and lesson planning assistance. They shall observe that the teacher is using instructional methodologies according to approved ABE curriculum, teaching materials and methods.
7. Teacher performance evaluations shall be conducted on a quarterly basis by one of the following: the DEO, REO, CEC, ABE head teacher, education provider staff, or ABE experts. They should assess teachers' use of approved materials in line with the curriculum, implementation of instructional methodologies, and general performance. The process should involve the teacher to come to a common understanding of areas of improvement.

3.9.2 Remuneration

1. The MoECHE will compile a data base of ABE teacher remuneration and work with MoE and ABE providers to establish standardized financial guidelines and incentives for ABE teachers.
2. ABE teachers shall receive fair and consistent payment on a regular basis commensurate with the hours they teach in a week. ABE providers paying incentives to teachers not recruited by the government should make attempts to pay a rate or a scale that is commensurate with the salary scales in the Teacher Policy (2020).
3. Communities are encouraged to find means to support volunteer teachers until such a time as they can become funded by ABE providers, the MoECHE or state MoE.
4. All ABE teachers in government ABE centers must be registered on the MoECHE payroll. ABE head teachers will receive additional remuneration to cover the additional administrative work required of the position.
5. Teachers working in remote areas or mobile centers will be given appropriate compensation based on their hard work which will ensure that staff are available in remote or hard-to-reach rural areas.
6. Provide allowances and appropriate incentives to ensure the recruitment and continuous staffing of female teachers in ABE centers.

3.10 Monitoring and Evaluation, Research and Evidence

1. The MoECHE will strengthen monitoring and quality assurance systems for ABE programs with the support of ABE providers engaged in strengthening the quality of ABE in Somalia. Key activities will include:
 - a) The development of ABE supervision tools by which the quality of the ABE teaching, learning and centre management will be regularly checked
 - b) Training of all ABE actors, including MoECHE, state MoE and CEC, in the use of uniform tools for data collection. Feedback will be provided to managers and teachers on areas to be improved. These tools will also include supervisor guidelines for mentoring teachers during ABE center inspection visits and that will also become important resources for CECs and DEOs
2. The ABE monitoring and evaluation (M&E) system will be in line with the MoECHE's and state MoEs' EMIS to collect, analyse, report, and use relevant data for program improvement. The ABE EMIS will develop and maintain an accurate data base of ABE centers, students and teachers and ensure there is a permanent record of student achievement and training received by teachers and head teachers. The ABE EMIS will provide disaggregated data on students that can inform the planning and provision of better services.
3. The following are suggested key indicators to be used for monitoring and evaluating the ABE program:
 - % of over-age, OOSCY in the area who enroll in ABE
 - % of ABE students who pass from one level to another
 - % of ABE students who drop out of ABE per level
 - % of ABE students who pass the Level 4/ Grade 8 Primary/Intermediate Completion Examination
 - % of ABE completers who transition to formal education, other education, or livelihoods
4. The ABE program will use a system of participatory M&E. Representatives of the community including children, CECs, MoEs, (REO and DEO), ABE providers and the ABE centers will participate in both providing information, and in collecting and analyzing the results.
5. Reports will be prepared and distributed on the results of M&E for both documentation purposes and possible policy amendments. The results of the M&E by the stakeholders will be used to support the learning assessments, research and studies on over-age, OOSCY and ABE programs to generate evidence-based data for program improvement.

4. CHAPTER FOUR: POLICY PLANNING AND MANAGEMENT

4.1 Planning and Budgeting

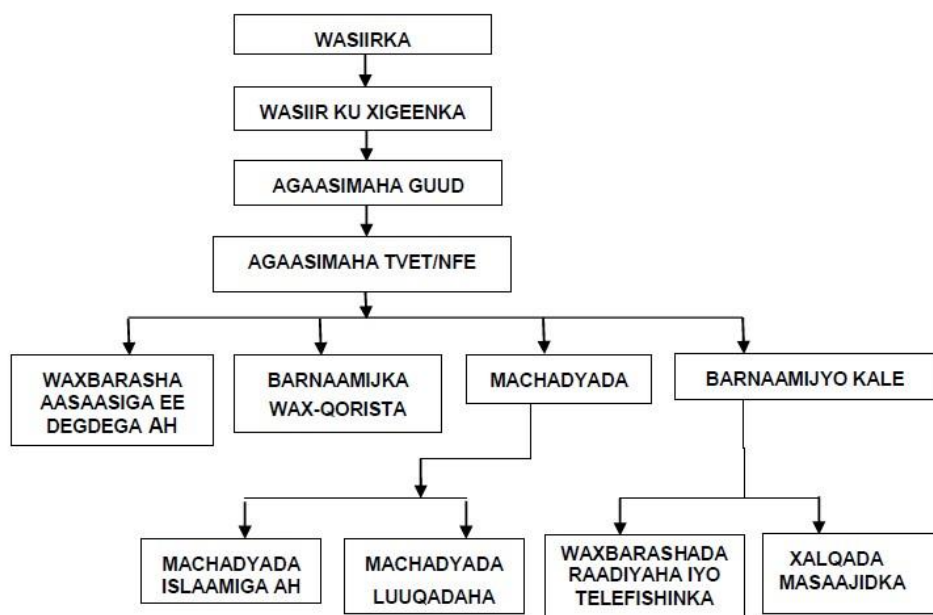
1. Advocate for the inclusion of ABE in MoE education budgets at Federal and State levels to ensure sustainable programming.
2. Where possible, ABE providers are required to provide predictable, timely multi-year funding to cover the full ABE cycle, with a minimum of four-year rolling funding in place to ensure that students enrolling in Level 1 will be able to complete Level 4.
3. The MoECHE and state MoE will ensure that both the formal education and non-formal education sectors (including ABE) work together on education planning and accreditation.
4. Budgets for ABEs should include provision for maintenance and upkeep of center facilities in collaboration with formal schools, communities and districts.
5. At the national and state levels, a comprehensive plan for the ABE program should be developed, which includes a cost assessment.

4.2 Management and Coordination of Programs

1. The MoECHE will take the lead role to register, monitor, integrate, coordinate and regulate new and additional providers of ABE to improve distribution, access and quality. In close collaboration with other government levels and departments, planning and management of ABE mechanisms should be put in place for quality oversight of the ABE program.
2. The MoECHE will establish quarterly coordination and networking meeting for ABE providers as part of the NFE Working Group. Participants will include relevant Ministry officials and providers of ABE programs. The meetings will serve as a place to share information, collaborate and plan.
3. The MoECHE will provide regular updates on ABE to the ESC to address cross-sectoral issues and harmonize strategies to address the root causes of over-age enrollment and OOSCY.
4. The MoECHE, ABE groups, state MoEs, REOs, DEOs, ABE implementers and CECs will all participate in the planning, implementation and monitoring of ABE programs.
5. The MoECHE and the state MoE will ensure that ABE programs can be used in classrooms, by resource facilities and formal school staff.

6. State MoEs will take on the role of registering, supervising, coordinating and managing ABE teachers including new hires to improve service delivery, availability and quality in close collaboration with MoECHE.
7. The state MoEs will hold a quarterly ABE Implementation Coordinating Meeting, which will be part of the State NFE Working Group. Participants will include Ministry officials and ABE program implementers. Meetings will bring collaboration, co-planning and information exchange. Meetings are extended to teachers who are new to providing ABE services.
8. Within the MoECHE an ABE unit will be established within the NFE Department to strengthen the day-to-day coordination, implementation and development of the ABE subsector. This unit will be supported with capacity development support from key donors and ABE providers. The ABE unit will coordinate ABE program activities, build on lessons learned for ABE programming and build partnerships with state level education officials to strengthen ABE service delivery for OOSCY. The ABE unit will regulate the subsector and strengthen quality assurance systems for ABE centers through improved monitoring, supervision and evaluation. It will expand the structure of the NFE Department and ABE subsector from central level to state and district level to coordinate ABE programs and to monitor quality implementation.
9. Key ABE program activities will be included in the MoECHE and state MoE Academic Calendars. These could include teacher training, enrollment periods, placement testing, completion testing and advocacy and community engagement. Other important events such as Youth Day, World Literacy Day and Teacher day will also be marked and celebrated.

Figure 2: Organizational structures and functions involved in ABE management



4.3 Roles and Responsibilities

Roles and Responsibilities of the Federal Government and MoECHE

1. Develop policy, legislation, standard setting, regulation, capacity development, coordination, monitoring and evaluation and provide technical assistance to the states
2. Facilitate policy implementation and ensure there is adequate capacity in terms of finances, human resources, commodity supply, ABE information and infrastructure
3. Provide an enabling environment for the enhancement of private/public sector partnerships

Roles and Responsibilities of NFE Department ABE Unit

1. Ensure that the list of ABE providers is current and accurate
2. Provide guidance and quality assurance for planning, implementation, monitoring and evaluation and policy formulation and compliance
3. Provide strategic leadership in the implementation of the policy through an integrated strategic plan, programs and guidelines
4. Collect and compile state-level data for submission to EMIS

Roles and Responsibilities of MoE

1. Register and license ABE providers at the state level
2. Establish and strengthen the ABE unit at the regional level responsible for coordinating ABE providers, monitoring, evaluating and quality assurance
3. Coordinate with the MoECHE ABE unit for all ABE activities
4. Include ABE in the MoE development plans, strategic plans and annual implementation plans
5. Mobilize resources for ABE, monitoring and evaluation
6. Selection of ABE providers and facilitate participation
7. Prepare and conduct ABE completion exams and issuing certificates to WAD students
8. Share ABE data on executives, providers, teachers, students and other important issues such as assessment reports with the MoECHE
9. Print and distribute ABE curriculum materials.
10. Select institutions that will carry out ABE training.

Roles and Responsibilities of ABE Supervisors at the REO Level

1. Maintain a list of ABE programs and ensure they are registered, conduct quality assurance of individual ABE programs, reviewing and enforcing results of ABE center assessments, and participating in planning and data collection activities with the MoECHE
2. Maintain a list of active and registered ABE teachers, and enforce results of teacher assessments
3. Report enrollment, retention, and completion data for all ABE programs in the state to the ABE Unit and EMIS at the MoECHE
4. Provide quarterly reports on ABE at regional NFE forums and the MoECHE

5. Acts as technical resource at state, district and center level for ABE programs including curriculum implementation, retention strategies and professional development of teachers
6. Identify training institutions and assist in the delivery of pre-service and in-service training for ABE teachers

Roles and Responsibilities of ABE Supervisors at the DEO Level

1. Orient the community on the value of ABE for their children and assist in registration of ABE students
2. Coordinate CEC selections for the ABE centers
3. Work with ABE providers to identify sites for ABE centers and to recruit ABE teachers
4. Ensure binding agreements between the ABE provider and teacher and ABE center and community/formal school or landlord
5. Strengthen cooperation and transition pathways between ABE and formal schools and create ABE center/formal school clusters
6. Report enrollment, retention, completion and transfer data for all ABE programs in the district to the ABE supervisor at the REO level
7. Conduct center inspection, teacher assessments, and coordination to facilitate trainings among ABE center clusters and planning at the district level
8. Share supervision reports, including findings and recommended actions with the ABE center and updated on subsequent visits
9. Identify, coordinate, and engage as needed training and professional support for the teachers
10. Facilitate the transfer of ABE graduates to formal schools and collect data on transitions
11. Allocate/generate budget for the ABE centers

Roles and Responsibilities of Donor/Funding Agencies

1. Fund the implementation of ABE programs for a full cycle i.e. minimum of four years
2. Receive approval from the MoECHE for the ABE and agree the areas of ABE implementation before the project starts
3. Receive regular reports on ABE programs
Advise the government on areas of improvement and change in strategies via the ESC group
4. Provide other support as needed

Roles and Responsibilities of Non-State ABE Providers

The non-state ABE providers shall expand coverage and improve access to ABE as well as participate in financing, implementation, monitoring and evaluation of ABE programs. They shall:

1. Regulate their education professionals under their area of jurisdiction through the laws both national and international in the context of Somalia
2. Sign a MoU with the MoECHE or MoE and agree to the areas of ABE implementation before the project starts, with a plan for sustainability

3. Collaborate and coordinate with the MoECHE and other ABE providers and take part in MoECHE and MoE coordination forums
4. Ensure all ABE centers and ABE teachers are registered with the MoECHE and MoE
5. Coordinate with the MoE on ABE center, CEC and teacher identification
6. Only use MoECHE approved ABE curriculum and training materials in the ABE centers
7. Support production and provision of textbooks and learning materials for the ABE
8. Support the professional development of teachers and CEC using MoECHE approved materials in collaboration with MoECHE identified organizations and supported by the REO and DEO
9. Provide technical support for local capacity building of the MoE, REO and DEO in line with the objectives of ABE Policy
10. Advocate for community empowerment and build the capacity of ABE management structures
11. Support the construction, maintenance and equipping of ABE centers that are safe and protective of ABE students
12. Fully involve the community in the establishment and running of the ABE centers, making sure that participation is not limited only to contribution of available materials and their labor
13. Provide financial, material and technical support in establishing and building sound MoECHE and MoE ABE supervision and coordination mechanisms and undertake regular monitoring and supervision of ABE activities
14. Actively participate in advocacy for promotion of ABE for OOSCY and on key issues affecting ABE based on research and project implementation evidence and findings.

Roles and Responsibilities of Training and Research Institutions

1. Include ABE in their training curricula which conforms to national and international standards
2. Support in building the technical capacity of ABE teachers, REO, DEO and CEC members
3. Conduct applied research on the overall management and teaching learning process of ABE and provide feedback with practical recommendations to the MoECHE and other ABE providers to inform policy review and implementation
4. Conduct symposia on ABE research findings and recommendations

Roles and Responsibilities of Private School Sector

1. Collaborate with ABE providers and share facilities, equipment and human resources
2. Expand the provision of ABE for low-income families
3. Work closely with the MoECHE and involve the community in ABE management
4. Ensure the quality of ABE meets national standards
5. Make sure academic and professional standards for teachers are met
6. Participate in the development, publication and distribution of textbooks and other learning materials

Roles and Responsibilities of ABE Head Teachers

1. Conduct outreach activities with the community for ABE student registration and enrollment, and conduct placement tests

2. Lead the CEC and actively liaise with the community
3. Supervise the quality of instruction at the ABE center
4. Promote a suitable and safe learning environment for ABE students
5. Keep accurate records of enrollment, placement, performance of students and attendance of students and teachers
6. Submit all ABE required data to MoE and MoECHE EMIS
7. Conduct lesson plan reviews and classroom observations then provide feedback with plans for performance improvement activities for both teacher and students
8. Teach ABE student classes.

Roles and Responsibilities of CEC¹⁶

1. Actively participate in ABE center management, planning implementation and M&E
2. Engage community support for ABE student identification and enrollment, ABE site selection, resources for the ABE center and teacher and participation in ABE activities
3. Attend CEC training
4. Agree ABE calendar and class times with students and teacher
5. Encourage enrollment, retention and completion in ABE and follow up teacher and student absenteeism

Roles and responsibilities of media

The mainstream media will play a key role in advocating for the advancement of ABE for OOSCY.

4.4 Quality Assurance monitoring and M&E

1. The function of a quality assurance system is to support high-quality, inclusive ABE provision across Somalia. The MoECHE will develop a Quality Assurance (QA) framework for ABE which will involve the systematic review of educational programs and processes to maintain and improve their quality, equity and efficiency. The QA system will include center self-evaluation, external evaluation (including inspection), the evaluation of teachers and head teachers, and student assessments.
2. The quality assurance framework will include the certification of all levels of ABE and particularly at the completion of Level 4 to ensure equity with formal school certification to enable successful transition to formal education.
3. The QA system will assess all providers offering ABE.
4. The MoECHE will establish a QA and standards Task Force to support the development of quality assurance mechanisms (tools, processes) to improve teaching and learning— with the goal to support the best outcomes for ABE students.

¹⁶ For a more detailed list see the section on CEC

5. MoECHE, REO, DEO and ABE centers will receive training on the QA framework and relevant tools to enable them to conduct quality assurance of ABE provider's centers.

4.5 Advocacy and Awareness ABE Policy Creation

1. Copies of the ABE Policy will be disseminated and made freely available on the MoECHE website.
2. A communication plan in partnership with public relations and communication officers will be developed and implemented to change public and education personnel perceptions about ABE.
3. An ABE Policy advocacy strategy will be developed and implemented. The advocacy strategy has the internal purpose of ensuring that focus on ABE is translated at all levels of the MoECHE and that it is included in planning, implementation, monitoring and budgeting. Additionally, it promotes the value and importance of ABE to relevant ministries, private sector players, and donor partners.

4.6 Resources Mobilization

1. All stakeholders in ABE – communities, ABE providers, the government and partners – shall harness resources for ABE that include financial, material, technical and human.
2. Any ABE provision financed by the MoECHE or ABE providers shall charge no fees and shall not demand uniforms for students.
3. Efficacy can be increased through pooling and use of existing resources. The use of existing resources such as formal schools or institutional space, existing administration and administrative structures shall be encouraged.
4. Teachers who are already employed in the formal school sector shall be approached to offer services in ABE based on agreed terms.
5. Locally available resources shall be tapped for ABE support including the use of community facilities and resource persons.

4.7 Public/Private Partnership

1. MoECHE will strengthen partnerships with the local and international organizations, donors and the private sector to fund and implement ABE projects to reduce the proportion of over-age OOSCY and improve learning outcomes for over-age students.
2. The MoECHE and ABE providers will seek support and participation from the private sector and NGO's (where appropriate) to provide skill trainings, apprenticeships and subsequent employment for ABE graduates to enable them to be self-reliant.

3. The MoECHE will develop public and private partnership strategies that will help them work together harmoniously.

5. CHAPTER FIVE: REVIEW AND AMENDMENT OF THE POLICY

This 2021 ABE Policy replaces all existing draft policies. The ABE Policy is a guiding framework for strategic planning and is reflective of the situation for OOSCY in Somalia.

The MoECHE shall review the ABE Policy every five years to ensure that the policy remains relevant to changing national and international context.