

**FACTORS INFLUENCING IMPLEMENTATION OF EDUCATION
SECTOR-WIDE APPROACH IN SITUATIONS OF FRAGILITY:
A CASE OF SOMALIA**

BY

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DECLARATION

This research project report is my original work and has not been presented to any other university.

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This research project report has been submitted for examination with my approval as the University supervisor.

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DEDICATION

This research project is dedicated to all education service providers (from Community Based organisations, development partners and education authorities) in Somalia who despite the difficulty of the environment and spectre of daily violence, continue to provide children and young people with the education they need to become useful members of community and hope for a better Somalia.

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ABBREVIATIONS AND ACRONYMS

CIDA	-	Canadian International Development Agency
CoC	-	Code of Conduct
CSO	-	Civil Society Organisations
CSZ	-	Central South Zone
DAC	-	Development Assistance Committee
DANIDA	-	Danish International Development Agency
DfID	-	Department for International Development
DP	-	Development partners
EC	-	European Commission
ESSP	-	Education Sector Strategic Plan
FCAS	-	Fragile and Conflict Affected States
ICDSEA	-	Integrated Capacity Development for Somali Education Authorities
IHSD	-	Institute for Health Science Development
JPLG	-	Joint Programme for Local Governance
MFA	-	Ministry of Foreign Affairs
MoE	-	Ministry of Education
MTEF	-	Medium Term Expenditure Framework
NDP	-	National Development Plan
NGOs	-	Non Governmental Organisations
OECD	-	Organisation for Economic Corporation and Development
PBA	-	Programme Based Approach
PL	-	Puntland
PFM	-	Public Finance Management
PRS	-	Poverty Reduction Strategies
SCC	-	Sector Coordination Committee
SIDA	-	Swedish International Development Agency
SL	-	Somaliland
SWAp	-	Sector Wide Approaches
TVET	-	Technical and Vocational Education and Training
UN	-	United Nations

- UNESCO** - United National Educational & Scientific Organisation
UNICEF - United Nations Children Fund
WASH - Water, Sanitation and Health

ABSTRACT

This research project looked at factors that influence effectiveness of Education SWAp in situations of fragility, with specific reference to Republic of Somalia. After twenty years of conflict, Somalia has been classified as the world's most fragile state with causes of conflict remaining deep and complex. However, the general statistics for the whole of Somalia are misleading to the extent that the country is effectively divided into three parts and its three separate administrations (Somaliland (SL), Puntland (PL) and Central South Zone (CSZ) represent different levels of fragility and stages of development. Donor support to education, much of it through NGOs, remains fragmented and inadequate. The Somalia situation requires different interpretations of the application of the sector-wide approach which underlies much development partner thinking. The need to understand how national level policies (including policy and planning environment), development partners practices (including their commitment to aid effectiveness principles) and institutional capacity (to plan, manage and monitor) education service delivery and support will influence the effectiveness of education SWAp will go a long way to understanding how best to maximise potential of SWAp adoption in other regions of Somalia and elsewhere, where similar situation of fragility exists. The study used a mixed method approach, which is a procedure for collecting, analysing and mixing both qualitative and quantitative data and targeted those stakeholders who can influence the design and outcome of SWAp most (development partners, Education officials and independent SWAp experts). Data collection methods included extensive desk-based literature review which collected secondary data and used questionnaires and semi-structured interviews to collect primary data and analysed using both qualitative and quantitative techniques. The key findings of the study were that SWAps have played a pivotal role in enabling dramatic increases in the provision of and enrolment in fee-free primary education in low-income countries; nevertheless the track record is less positive in relation to improving the quality of education. SWAps are relevant in FCAS and implementing well-designed SWAps contributes positively to state-building. The study found that National Level Policies and Institutional Capacity has the highest effect on Effectiveness of Education SWAp in situations of Fragility while Development Partners' Practices has the least effect. 51.6%, the respondents felt that the National policy and Sector Implementation is usually as Envisioned while 26.3% of the respondents stated to some extent while those who stated that it was to a very little extent and no extent had 7.4% and 4.2% respectively. National level policy plays key roles in the effectiveness of SWAps therefore the researcher recommends that fragile states should have sound policy papers and enforce the adherences to them while implementing any projects. Further, the study recommended that a variety of financing modalities can be used to support a SWAp, donors should seek to be inclusive in their partnerships with one another rather than forming exclusive alliances to the detriment of long-term institutional development of the ministry of education. Partner governments and donors need to ensure that the design and implementation of a SWAp draws upon comprehensive political economy analysis and is sensitive to existing formal and informal incentive structures and interests.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is a key driver for development and one of the main mechanisms for reducing poverty, improving health, engendering peace, promoting gender equality and facilitating governmental stability (World Bank, 2013). Until the mid-1990s, most external interventions within the education sector of developing countries focussed on directly strengthening teaching and learning, but these interventions tended to leave untouched the capacity of Ministries of Education to develop policy, undertake realistic longer-term planning and identify the resources needed to result in comprehensive improvements across the sector with negative impact on sustainability. In addition, developing countries relying on aid funding, different donors have carved up support to the sector into projects which often compete for attention and resources of limited financial and human resources. These projects may often overlap and may also leave significant parts of the sector without support and therefore the project approach came increasingly to be seen as divisive and it was felt that sector goals could be better achieved through a comprehensive nationally defined policy, strategy and budget framework and the growing dissatisfaction of donors with the impact of education sector outcomes on poverty reduction highlighted the need to address whole-sector policy issues (Racliffe and Macrae, 1999).

As a reaction to such criticisms, since the mid-1990s there has been a move by most donors towards encouraging MoEs to adopt a sector-wide approach in education aid delivery. SWAP is stated as “all significant funding for the sector supports a single sector policy and expenditure programme, under Government leadership, adopting common approaches across the sector, and progressing towards relying on Government procedures to disburse and account for all funds” (Mike Foster, 2000).

However, supporting education in a strategic and sustainable way in situations of fragility presents a series of challenges. The absence of national and international legitimacy or recognition (for some fragile states) makes it particularly challenging for donors to support a ministry of education to embark on policy development in order to set out national priorities with which donors can align. Linked to the legitimacy deficit is the absence of government capacity at national or sub-national levels. This may be in relation to the government’s ability

to provide education, due to a dearth of financing, personnel, infrastructure and systems; or in light of the government's lack of willingness and incentives to provide education at scale(Boak and Ndararutse, 2011). Donors are faced with the dual challenge of rapidly addressing service provision while also working in partnership with and building the capacity of what may be a fledging state with limited authority or legitimacy (Welle, 2008).

The existence of areas with ongoing conflict often has a direct impact on the total envelope available for pro-poor expenditure since in many cases a large proportion of the government revenue will be spent on defence and security as is the case in DRC (Boak, 2009b). There are also powerful pressures on donors to generate quick results and demonstrate impact of their work in fragile and conflict affected states (EC, 2007). These challenges may make donors more likely to fund NGO projects due to the increased control this offers and the increased likelihood of short-term tangible impact.

Despite the challenges of supporting SWAP in fragile situations as enumerated above, the very nature of education provision and the imperative of institutional strengthening, make SWAPs and SWAP-like approaches particularly relevant in situations of fragility. The inherent focus of SWAPs on partnership and building government capacity makes them particularly pertinent in situations of fragility(Welle, 2008) and in light of the numerous donors and NGOs supporting education in fragile and conflict affected states, SWAPs are extremely relevant as a principle of organising bilateral and multilateral cooperation (Harvey, 2010).

In Somalia, recent figures indicate that the country has one of the most fragmented and dysfunctional education systems in the world (UNICEF, 2013). 44.3% of the population lies within the 0-14 year's age group, consequently almost a half of its citizens are of primary school age (CIA World Fact book, 2013). Currently Somalia has one of the lowest enrolment rates for primary school children in the world, with only 42 per cent of children being in school. Of this amount 36 per cent are girls and the number of at risk children and youth aged 6-28 years has been estimated at 4.4 million, almost a half of the country's population (UNICEF, 2013).

The fact that Somalia is so far from achieving the MDGs is the result of a number of factors, which include the ongoing conflict, weak management of the education services, low levels of government education financing and limited capacity to establish and monitor educational quality and standards. Somalia states of crisis significantly affect programme planning and implementation. The environment is complex, characterised by differing stages of conflict and post-conflict situations (Smith, 2009).

However, the general statistics for the whole of Somalia are misleading to the extent that the country is effectively divided into three parts and its three separate administrations represent different levels of fragility and stages of development. Progress in developing the education sector and capacity to plan and manage further developments are at different levels across the three zones. At one extreme, the Central South Zone, there is a situation of conflict and emergency, where the key support is in the form of humanitarian relief. At the other extreme, the republic of Somaliland which declared independence in 1991 from Somalia but has never been officially recognised, is a state in early recovery and emerging from fragility, but with capacity to deliver basic services still remaining weak. In between is the PL state of Somalia in the north east, which declared itself autonomous (but not independent) in 1998, but which has not been able to initiate the sort of stable government or the socio-economic development seen in Somaliland.

For the education sector the situation can be summarised as follows: Somaliland has a functioning government and political systems and has in 2011 introduced free primary education while increasing domestic resources to education. Somaliland has the potential of setting an example of good quality education management and delivery for other parts of the Somali-speaking regions if it can simultaneously identify and address its human resource development needs in conjunction with harnessing greater government and donor support for education (SL ESSP 2012).

In Central South Zone (CSZ), since 1991 the education sector has borne the brunt of the civil war and an ongoing insurgency with a near complete destruction of all education institutions. As a result, most education services are entirely in the hands of the private sector including traditional roles associated with the ministry. However, with improving security and recent launch of Go-2-School initiative supported by UNICEF aimed at enrolling one million

children into school, modest progress in re-establishing public education services is foreseen(SCZ ESSP 2013).

In Puntland the situation falls between the two extremes of Somaliland and South Central Somalia. The MoE has made some progress towards education sector planning through the development of an education plan and the PL Education Policy paper. Due to budgetary constraints, public service delivery remains a relatively small function, with the sector dominated by non-state delivery agents. Clearly, the availability of financial resources is a major driver of delivery capacity. Yet, even though the total spending on education in Puntland remains unknown due to weak aid management systems and lack of reporting, non-state financial flows and human resources channelled through national and international NGOs and privately financed Quranic schools considerably outweigh the US\$1 million budget provided to MOE (PL ESSP 2012).

Donor funding for support to education across Somalia, much of it through NGOs, remains fragmented and inadequate. As Somaliland has experienced relative stability with functional regional institutions, most international agencies activities there are developmental and through DANIDA support in 2007 and more recently, the EU funded Integrated Capacity Development for Somali Education Authorities (ICDSEA), Somaliland has taken step to adopt SWAP. However, direct bilateral aid has been constrained by the lack of recognition of Somaliland, though the UN/World Bank Joint Needs Assessment process and the recent efforts of the European Union countries and the European Commission there is a move towards a more direct dialogue on aid. Meanwhile, UN agencies and international NGOs, using funds from the multilateral and bilateral donors, contribute significant direct resources to recovery efforts. In most cases the funds are managed directly by the agencies and plans and priorities are determined without adequate consultation with and direction from the Ministry and there are often only limited attempts at transferring capacity from the NGOs and agencies to the Ministry. There is the manifest intention on the part of the Ministry and the major donors to apply the principles of a sector-wide approach coherently and this study will go along way to determine what has worked for Somaliland and what lessons are there so that the introduction of SWAp in other regions of Somalia could benefit from the progress made in Somaliland.

SWAp as an approach to delivering development assistance ensures synergy in the sector and avoids wasteful duplication. It will facilitate effective aid coordination and sector harmonization since all donor-supported interventions will be required to adhere to the provisions in the education sector plan. These benefits are well known, especially as it requires all funding (both internal and external) to be on-plan and on-budget (GPE appraisal Report, Somaliland (2013)). However, it is also well known that for a SWAP to succeed the commitment of development partners to it is required. Many development partners give lip-service to the SWAP modality which means that Somaliland's aspiration to achieve financial and fiduciary effectiveness and efficiency could be undermined by funding partner project based support.

The number of development partners and the number of projects related to education has been steadily increasing, but the Ministry currently lacks the capacity to effectively coordinate, monitor and manage the aid flow and link external financing to its own budget and priorities. One of the major challenges for the Ministry is therefore coordination of the various efforts which target or should target the education sector, for which the Ministry now requires increased capacity in order to play its coordination and leadership role effectively.

It is against this background that the purpose of the proposed research will be to see how national level policy, development partners practices and institutional capacity in an environment as that of Somaliland will influence the effectiveness of education SWAP and to draw lessons for use and replication when other parts of Somalia are ripe for SWAP adoption.

1.2 Statement of the problem

Since the outbreak of the Somali Civil War in 1991 the education system in Somali has been virtually dismantled. As a consequence the country has one of the world's lowest enrolment rates for primary school-aged children at 42 percent (UNICEF, 2013). In 2007 the principles of a Sector Wide Approach (SWAp) was introduced in Somaliland to bring together government organisations, donors and stakeholders within the education sector, with remarkable success. Although several researches have been carried out in other developing countries to assess the effectiveness of Education SWAp, due to the fragility that exists in Somalia, very few researches have been carried out to see how this model may be applied in

the wider Somali context, hence a gap exists. The proposed study seeks to narrow this gap by assessing the factors that influence the effectiveness Education SWAp implementation in Somalia, particularly in the Somaliland region where it has been adopted.

1.3 Purpose of the study

The main purpose of the study was to assess the factors influencing the effectiveness of Education SWAp in situations of fragility, with specific reference to Republic of Somalia.

1.4 Objectives of the study

The research attempted to achieve the following objectives:

1. To assess the extent to which national level policy influences implementation of Education SWAp in situations of fragility, with specific reference to Somalia.
2. To identify how development partners' practices influence the implementation of Education SWAp in situations of fragility, with specific reference to Somalia.
3. To establish the extent to which institutional capacity influences the outcome of Education SWAp in situations of fragility, with specific reference to Somalia.

1.5 Research questions of the study

The study was guided by the following research questions:

1. To what extent does national level policy influence implementation of Education SWAp in situations of fragility, with specific reference to Somalia?
2. How do development partners' practices influence the implementation of Education SWAp in situations of fragility, with specific reference to Somalia?
3. How does institutional capacity influence the implementation of Education SWAp in situations of fragility, with specific reference to Somalia?

1.6 Significance of the study

Since the primary aim of the study was to assess the factors that influence the effectiveness of Education SWAP in situations of fragility in the context of Somalia, the findings of the study are a useful source of information for stakeholders within the Somali education system and

donor partners. Many studies have been carried out on education SWAPs but few on the effectiveness of SWAPs in a fragile environment and none on SWAPs in a context like Somalia which has a varying degree of fragility, hence a gap exist. The study focused on the factors that influence Education SWAP in the context of Somaliland, therefore the findings will contribute to narrowing that gap and will examine whether SWAP is effective to contribute to more productive education partnerships.

1.7 Limitations of the Study

The researcher encountered the following Limitations during the study: security related constraints and restriction of coverage of the study and lack of linearity and homogeneity of group variances among the predictors. During the quantitative phase of the study there was a potential of a high non-response error and due to the subjective nature of qualitative research, this element of the study was interpreted differently by different readers. To mitigate the above limitations the study was restricted to Somaliland area. The researcher had a self instruction letter from the University of Nairobi to pass on to the respondents who were very cooperative upon reading the mail.

1.8 Delimitations of the Study

In order to overcome these limitations, the researcher took some delimitation measures which included restricting the study to the Somaliland area since SWAP-like approaches have been adopted since 2007 and because of reasons of security. Additionally, the target population of the study was limited to those who could most influence the effectiveness and outcome of Education SWAP, such as employees of development partners and Ministry of Education (MoE) officials. The study covered Somalia's spatial, geographical, historical, demographical and cultural contexts as well as its state of fragility. The study also carefully reviewed the scope and remit of education SWAP so as to identify the factors that influence its effectiveness in situations of fragility, with specific reference to Somalia

1.9 Assumptions of the study

The study was undertaken based on a number of assumptions including the following: an assumption has been made that Somaliland will remain safe and does not get embroiled in the

conflicts affecting the rest of Somalia during the period of study; that all participants in the study will provide complete, honest and unbiased responses and will be representative of the population. These assumptions turned to be effective and therefore the study was completed on time.

1.10 Organization of the Study

This study report is organised into five chapters. The first chapter is sub divided into background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope of the study, limitations and delimitations of the study. Other aspects covered include assumptions of the study and definition of significant terms.

The second chapter contains literature review which is sub divided into various sub-themes including introduction, Somalia's geo-political landscape and its state of fragility, situational analysis of the education sector, the remit of education SWAp and review of empirical literature on national level policy, development partners' practices and institutional capacity and associated conceptual framework. Chapter three contains research methodology, with an introduction, research design, target population, research instruments, validity and reliability, data collection procedure and data analysis and techniques used. Chapter four covers the data analysis and presentation. Chapter five is where there is summary of the findings, discussions conclusions and the recommendations

1.11 Definition of significant terms

Aid organizations: Local and international NGOs and United Nations providing humanitarian support in Somalia;

Fragile state: A state that has weak capacity to carry out basic governance functions, and lacks the ability to develop mutually constructive relations with society.

Partnership: A collaborative relationship between parties based on trust, equality, and mutual understanding for the achievement of a specified goal. Partnerships involve risks as well as benefits, making shared accountability critical.

Sector Wide Approach (SWAp): A way of providing development assistance that strengthens national ownership, and helps build nationally managed systems, with the support of development partners and lenders.

National Policy: A broad course of action or statements of guidance adopted by the government at the national level in pursuit of national objectives.

Development Partners: Refers to all governmental and non-governmental organisations, charities, foundations providing financial support for humanitarian aid and sectorial development in Somalia.

Institutional Capacity: Is a conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, and international organisations from realising their development goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The second chapter contains literature review which is sub divided into various sub-themes including introduction, Somalia's geo-political landscape and its state of fragility, situational analysis of the education sector, the remit of education SWAp and review of empirical literature on national level policy, development partners' practices and institutional capacity and associated conceptual framework

2.2 Somalia's geo-political landscape

Several studies have examined the factors that contribute to the demise of Somalia's education system, including the work of UNICEF 2000; Eversmann, 2000; OECD, 2011; Global Partnership for Education, 2012. Most of these papers begin by discussing the spatial and geo-political settings within which the system is applied, most probably because these are two of the leading influences on Somalia's education system.

In the paper by UNICEF (2000) that assessed Somalia's education system for the year 2000, Somalia's location is identified as being along the easternmost portion of the Horn of Africa, between longitudes 41° E and 51°24' E and latitudes 11°30' N and 10°30' S. The country is bordered by Djibouti to the north, Kenya to the south-west, Ethiopia to the west and the Indian Ocean to the east (UNICEF, 2000). With a land area of approximately 638,000 square kilometres and a population of 10,251,568 (July 2013 est.), Somalia's most populous regions are central and southern Somalia. The capital of Somalia is Mogadishu which is located in the coastal Banaadir region and has served as an important port for centuries. The "independent" state of Somaliland is located along the north-easternmost tip of the country, as indicated by the blue triangle in appendix V.

According to UNICEF (2000), one way to understand present day Somali is to visualise it as a product of the interaction between a number of historical events and natural environments. The most important of the historical events have been the migration of peoples into and within Somalia; external cultural and economic influences, particularly from the Middle East; resistance to external invasion and the difficulties in creating a modern state. The three most prominent waves of migration into Somalia began when the Cushites from the Middle East

migrated across the Red Sea, then the Bantu speakers who reached the east African coast around the 5th century A.D. and finally immigrants from Persia and Arabia as a result of trade across the Indian Ocean around the 9th century (UNICEF, 2000).

Culturally, the distinctions between percent of the population are either nomads or have nomadic affiliations (Lewis between nomad and cultivator forms the distinguishing line in Somalia, where 60 and 70, 2008). Somali society is characterised by a mixture of several different clans, the main divisions being the four noble clans: Dir, Darod, Hawiye and Isaaq, the agro-pastoral clans: the Digil and Mirifle and the occupational clans: Tumul, Gaboye, Jaji, Yibir and Yahar ((Lewis, 2008). Traditionally these clans have lived peacefully together, however in 1991 a combination of internal and external factors led to the collapse of Somalia's central government and the start of the Somali Civil War (Retamal & Devadoss, 1998).

2.2.1 Somalia: “A Fragile State”

Although Somalia's education system was institutionally weak before the outbreak of the civil war, this factor exacerbated the problem because a state of fragility was created (Eversmann, 2000). Somalia is an extremely fragile and Conflict Affected State (FCAS) because it is in a situation of prolonged crisis which has been characterised by armed violence and intermittent violence, deep-rooted and structural poverty and high dependencies on external humanitarian assistance and Diaspora remittances (OECD, 2011). A fragile state is defined by the OECD (2012a) as a state which has weak capacity to carry out basic governance functions, and lacks the ability to develop mutually constructive relations with society. Fragile states are also more vulnerable to internal or external shocks such as economic crises or natural disasters. More resilient states exhibit the capacity and legitimacy of governing a population and its territory. They can manage and adapt to changing social needs and expectations, shifts in elite and other political agreements, and growing institutional complexity. Fragility and resilience should be seen as shifting points along a spectrum.

A World Bank report (2011) found that although progress was made in most areas of human development, education continues to lag behind and none had achieved even a single Millennium Development Goal. According to the 2011 World Development Report, the

development deficit is concentrated in fragile and conflict-affected and recovering states, which account for 77% of school-age children not enrolled in primary school, 61% of poverty, and 70% of infant mortality. In Somalia for example, less than 28%, a third of which are girls, are enrolled for primary school. According to O'Malley (2011), fragility hinders development in education systems because it disrupts the attendance of student, teachers and staff; it demotivates, distracts and traumatises students and teachers; causes a reduction in the recruitment of staff and enrolment of student and reduces the capacity to manage or the suspension of the system.

In the context of Somalia, it was found that some of the key attributes of its fragility are structural and deep-rooted poverty, a heritage of collapsed state structures, and weak state relations with society, a high dependence on external and humanitarian assistance and a high reliance on diaspora remittances (OECD, 2011).

Eversmann (2000) however believes that the institutional weakness of Somalia's formal education system is much deeper-rooted. In his work titled *Education Kits in Somalia*, Eversmann (2000) points out that it was only in 1972 as a prelude to an overall education initiative that the Barre government introduced the first Somali alphabet which is based on the Latin script and it was only then that Somali was made the official language of schools. This was followed by a mass literacy campaign in 1974 which saw a ten-fold rise in enrolment rates to 271,000 in 1982 (Bennars *et al*, 1996, cited in Eversmann, 2000). Which at its best never improved beyond a peak of about fifty per cent of the school-age population during the mid-1980s, and previous gains were lost as funding was diverted from the social sector for investments in defence.

The education system survived in small ways during the civil war through local initiatives supported by the international community, with the United Nations playing a central role by providing a teacher training program through UNICEF and a school feeding program run by the World Food Program (Eversmann, 2000). At the time of publication, Eversmann (2000) notes that education in Somalia was one of the worst in the world, with less than ten per cent children aged six to seventeen or 150, 000 pupils being enrolled in 651 schools. Although this is true, as evidenced by Figure 3 on the appendices considerable progress has been made since then. It can be seen from the chart that the enrolment level in Somalia's has risen

considerably since the 1990s. This is particularly so in the settled state of Puntland, where enrolment rates rose by 27 per cent between 2006 -2007 (Puntland State of Somalia – Ministry of Education, 2007).

In a more recent paper by the OECD (2011) it was recognised that while other areas of Somalia reflect a deteriorating situation, Somaliland and Puntland have remarkable development opportunities and stability (OECD, 2011). Nevertheless, data provided by the UN Joint Programme on Local Governance and Decentralised Service Delivery (JPLG) suggests that there is still cause for concern. The study which explored sector functional assessment within education, health and WASH in Somaliland, found that the primary reason for low primary enrolment levels in Somaliland is insufficient schools and the ability of the current educational service to reach nomadic communities, which constitutes a substantial segment of the population (JPLG, 2012).

2.2.2 Situational Analysis: The Infrastructure of Somaliland’s education system

In Somaliland, education services are provided by a variety of stakeholders which includes Community Education Committees, community-based organizations, NGOs, educational umbrella groups and networks, religious groups and regional administrations (UNICEF, 2013).

Data provided by the JPLG (2012) shows that the primary education sector constitutes the largest proportion of Somaliland’s education sub-sector, which serves the basic needs of 170,930 children, across six regions. Since the announcement of the incoming administration that education will be provided free of charge for all children in Somaliland excessive pressure has been put on the inadequate system (JPLG, 2012). The study however commends the efforts made by Somaliland administration for raising the number of primary schools in Somaliland from just 46 in 1991 to 159 for the academic year 1995-6, although these had a total enrolment 8,667 students (Table 2.1).

Table 2.1: Somaliland primary and secondary education enrolment (1995/6)

Education Level	Schools	Enrolment			Gender Parity	Teachers
		Male	Female	Total	Index=Female/male	
Primary	159	6170	2497	8667	0.4	933
Secondary	3	278	51	329	0.2	29

Source: Somaliland NDP (2012-2016)

In subsequent years there have been even more dramatic rises following the 2005-2006 academic year, and by 2008-2009 there were 627 primary schools and 68 secondary schools in Somaliland (Table 2.2).

Table 2.2: Somaliland primary and secondary education enrolment (2008/9)

Education Level	Schools	Enrolment			Gender Parity	Teachers
		Male	Female	Total	Index=Female/male	
Primary	627	108,322	62,608	170,930	0.6	4,969
Secondary	68	14,843	5,646	20,460	0.4	546

Source: Somaliland NDP – 2011 numbers

Much of the persistent growth in Somaliland’s education system has been attributed to the principles of the Sector Wide Approach (SWAP) which was first introduced in 2008-2009 to work through all tiers of government (UN, 2008).

2.2.3 Sector Wide Approach

Although there is no simple or universally agreed definition of the term ‘sector-wide approach’, that provided by Mike Foster, (2000) will be adopted for the proposed study: All significant funding for the sector supports a single sector policy and expenditure programme, under Government leadership, adopting common approaches across the sector, and progressing towards relying on Government procedures to disburse and account for all funds

In other words, in a sector-wide approach development partners agree to take proactive steps in support of a partner country's policies, strategies and systems. As an approach, the relationship between development partners and the partner country is dynamic and long-term. The aim of a sector-wide approach is to support partner country leadership in sector policy and planning, underpinned by sound governance and financial systems. The relationship will be guided by an agreed sector policy and expenditure programme, and managed using the partner country's systems and procedures (Foster, 2000)

As it is by definition an 'approach', a SWAp does not represent an aid delivery instrument or modality. Instead, the way development partner resources are disbursed ('modality') is merely a practical sub-set of the philosophy (the 'approach'). Sector-wide approaches often involve substantial technical assistance, in-country training, and scholarships. A sector-wide approach may involve a range of different modalities including earmarked budget allocations, sector budget support, development partner projects supportive of the sector strategy, and government projects. One may however asks, what exactly is a sector when used in this context?. An important point is that the scope of a given sector can be far broader than that covered by the mandate of a single government ministry. For instance, ministries of education are typically involved with funding and/or overseeing the implementation of primary and secondary education. Some education ministries have no or limited responsibility for early childhood education, or for TVET or for non-formal education. These related sectoral areas may be coordinated by other ministries, or may be managed outside of government altogether, with activities run by churches, community groups and/or the private sector(Lewis, 2008)

In the context of a sector-wide relationship, the nature and scope of development partner involvement can also vary. One SWAp may include, for instance, the whole education system; another SWAp may be focused on the primary education sub-sector. Alternatively, some sector-wide relationships may be designed around a single district or province of a partner country this is the case in some geographically large, high population countries such as India.Irrespective of the scope (i.e. whole of sector, or primary education only), most SWAps are designed around a single sector. That is why people refer to an 'education SWAp' or a 'health SWAp'. A 'multi-sectorial' sector-wide approach (i.e. an education and

health SWAp) is far more complicated, requiring the involvement of a vast range of disparate stakeholders, with many varied and competing priorities (Molenaers, 2008)

Boak & Ndaruhutse (2011) provide a comprehensive account of how SWAp has progressed since its inception and what the approach involves. SWAp principles have been adopted in several countries across the globe, generally to a high degree of success. Education SWAp was first introduced in Uganda in the late 1990s due to the level of dissatisfaction with projects. Adoption of the approach had the overall success of increasing the effectiveness and efficiency of resources and ensuring that the education sector was more responsive to the government's priorities and policies and facilitated better coherence between human, sector policies and financial resource allocation (Boak & Ndaruhutse, 2011). The overarching motivation to develop SWAps is to improve the sustainability and impact of aid and to develop a new paradigm for institutional development and education planning.

Ratcliffe and Macrea (1999) identified four common features of SWAps: it creates a sustainable partnership, agreed targets and long-term vision for the reform of the education sector and incorporates all stakeholders (CSOs, NGOs etc); it creates a well-defined sector or sub-sector plan whilst taking into account the macroeconomic environment, sector analysis, and institutional and financial structures; it facilitates strategic negotiations and annual sector performance review mechanisms that are jointly agreed between donors; and it is a forward-looking programme such as a medium-term costed education sector strategy that fits within a wide public financial management (PFM) framework and integrates common arrangements for donors and government with a capacity for programme development

2.2.4: SWAps and Aid Effectiveness

The trajectory of SWAps over the past decade has been strongly influenced by the developments in the aid effectiveness discourse since 1999 (Molenaers and Renard, 2008). Indeed the principles upon which SWAps were established and those of the aid effectiveness are interchangeable. Key principles of aid effectiveness such as harmonisation and alignment are considered key characteristics of SWAps. Without effective coordination and harmonisation between donors and between donors and recipient governments, the SWAp is doomed to failure (The Netherlands Ministry of Foreign Affairs (MFA), 2004).

Molenaers and Renard confirm that harmonising and alignment is a huge challenge, not only because political agendas, priorities and assessments differ between donors, but also because domestic pressure for visibility remains' (2008). The fact that certain donors have been unwilling or unable to harmonise their approaches through a SWAp has served to reduce the overall effectiveness of SWAps at national levels and their impact on improved efficiency and sustainability. At national level, certain countries such as Cambodia are still suffering from high transaction costs due to the need to coordinate donors 'outside' the education SWAp (Boak and Brannelly, 2009).

2.2.5 Some of the Main Challenges Facing SWAp Implementation

Although SWAps are relevant in fragile states, there are a number of challenges in designing and implementing SWAps in fragile contexts. Owing to the pervasive mentality of aid dependence and the skeletal capacity of governments in fragile situations, there is strong likelihood that donors will control the objectives and timeframes for SWAp by default (IHSD, 2003). This can have detrimental impact on the level of government ownership as well as SWAp's longer-term sustainability.

Cabral (2011) believes that SWAp has produced limited increases in aid development due to having narrow ownership, that it fails to coordinate all relevant sector players and that it places undue emphasis on systems processes and institutional capacity. The author also argued that the main problem of implementing SWAp is that it takes a top down approach, which is the main cause of its ineffectiveness. In addition, the author argued that although SWAps sought to address aid management concerns such as fragmentation and donor harmonisation, they create donor-centred processes which very often fail to involve the recipient (Cabral, 2011).

It is evident from these features that the implementation of Education SWAp in a fragile nation such as Somalia is likely to have the effect of mitigating some of the constraining factors and thus act as a catalyst for the development of a common realistic expenditure program; developing a single sector policy; providing more coordinated procedures for procurement and funding and for devising common monitoring arrangements (May, 2011). Nevertheless, SWAp has its challenges and its application requires careful consideration. The proposed study will therefore seek to validate or invalidate these claims. The dearth of

information on Education SWAp in Somalia indicates that no studies have focused on its implementation in the Somaliland education system. The proposed study will therefore attempt to narrow that gap by assessing the effectiveness and outcome of Education SWAp since its implementation in Somaliland in 2007.

2.3 Factors influencing implementation of education sector-wide case

approach in situations of fragility

The following are the factors that influence the implementation of education sector-wide approach and will be critically reviewed so as to establish the extent to which they influence SWAP implementation.

2.3.1 National Level Policy and implementation of education sector-wide

case approach in situations of fragility

It is generally acknowledged that the impact of SWAPs can be seen more clearly in improved planning, policy development processes, institutional development, and national level governance and in the capacity of ministry staff (Shepherd and Cabral, 2008). The Netherlands MFA (2004) underlines two distinct phases in a SWAp: the formulation of a sector policy and its implementation. UNESCO (2007) points out that the role of the different bodies responsible for the policy development needs to be established prior to its design. It is important that the bodies responsible for formulating policy within the SWAp have national legitimacy and authority rather than been parallel donor constructs.

Swaps require a comprehensive education policy and sector strategic plan, endorsed by all development partners and including a budget framework and a set of indicators to evaluate policy implementation and education sector progress. In Foster and Fozzard's (2000) view, significant sector finance of any kind, whether programme or project, is unlikely to yield sustainable benefits" in the presence of weak sector policy. Under this scenario, they consider the best policy to be the provision of limited development assistance to facilitate policy and capacity development. In practice, things are not likely to be so clear cut, and assessment of a sector policy's soundness or weakness will be a matter of judgement, allowing for different levels and forms of intervention under different conditions.

Among the minimum set of questions to be addressed in assessing the soundness of sector policies and programs are the following (EC, 2003): Are the policies supported by clear expressions of political intent and leadership at high levels of government in the country?; Are policies and strategies directly linked to the country's PRS, where such a strategy has been defined?; How consistent is the SWAp expenditure program with the country's macroeconomic framework? Is it economically possible to implement the proposed policies and strategies?; and What are donors' assessments of the proposed strategy in terms of its ability to achieve its objectives?

Education strategies (as with many other sectors) are more likely to be effective in a strong Government policy and planning environment. A key lesson emerging from SWAps is the critical importance of governments owning and leading the process, alongside clearly articulated vision, comprehensive sector policy and strategy, and capacity for programme management. Strong personal engagement of senior officials is an essential in taking forward and sustaining the SWAp process (IHSD, 2003).

The extent of government leadership and commitment to sector reform and policy development will have implications for the process and pace of developing the SWAp. In the early stages of developing the Uganda SWAP, the government ownership was relatively weak and the process was in danger of been driven by donor agendas. A new minister was largely responsible for turning this around by leading a process of internalising the SWAp in the ministry and establishing a realistic and sustainable pace for reform (Racliffe, M and Macrae, 1999).

In fragile environments, there is need to build broad consensus and commitment between government and key donors to work on the development of the sector policy and associated plans, and it is essential to include in the process representatives of all actors and also of other stakeholders, from civil society, etc. Such a broad consensus will be crucial for the success of the initiation of a SWAp. The policy and planning will also need to be accompanied by set of indicators to evaluate policy implementation and education sector progress. Often times, some of the discrete projects supported by partners have their own indicators against which to measure progress, but these cannot in themselves fully express the overall goals of the sector(Shephard, 2008).

2.3.2 Development Partners Practices and implementation of education

sector-wide approach in situations of fragility

SWAp requires a formal process of development partner (DP) coordination and harmonisation of DP procedures for reporting, budgeting, financial management, monitoring and reporting (this may take the form of a Code of Conduct (CoC) setting the basic rules of engagement for the Ministry of Education and its development partners. In most fragile situations, none of these requirements might be in place, and their design, agreement and establishment will form an important part of SWAp preparation. Initially there should be a set of mechanisms and working arrangements that enable structured dialogue, partnerships and consensus building between education authorities and development partners which might include a Sector Coordination Committee (SCC) and a SWAp Forum (Saunders, 2009).

It is important to establish formal institutional mechanisms for coordination and partnership, through which different actors will engage in SWAp. These are the mechanisms that facilitate dialogue, consultation and negotiation and aim to foster partnerships, joint responsibility and mutual trust. Government led sector reviews, including all key stakeholders, are vital for partnership-building and strategic negotiation processes including joint forward planning and agreeing performance targets. These are now commonly established in most Swaps including in Rwanda, Uganda and Zambia (IHSD).

For many development partners', the move towards integrating aid financing in government systems poses some difficult questions and presents significant challenges to many funding agencies. In particular, some agencies are concerned with handing over control of decision-making, lack of accountability for funds and lower visibility of their support. Some funding agency regulations prevent them from entering into types of direct budgetary support and pooled funding for fiduciary reasons. Perhaps not surprisingly, whilst donor support is increasingly consistent with sector programme policy, the majority of aid funding is still channelled through project mechanisms rather than budgetary support (IHSD).

However, Projects can undermine local ownership, due to the high level of control maintained by donors over the selection, design and implementation of projects. This loss of national ownership was in fact one of the main findings of a needs assessment survey of 11

countries conducted by the OECD-DAC Working Party on Donor Practices (2003). The multiplicity of projects works against the coherent programming of resources. It leads to duplication or fragmentation of effort and to imbalances in the use of resources. This is partly due to the desire of donors to ensure the success of “their” projects by investing heavily in particular areas, at the expense of other areas. Projects also tend to generate imbalances between investment expenditures, favoured by donors, and recurrent expenditures. Similarly, the project approach is ill-equipped to deal with contextual factors that can undermine their impact. For example, a project may involve training of government staff, but that training may serve little purpose in the absence of civil service reform ensuring that staff is motivated to use their new skills productively and to build on those new skills.

Among donor responsibilities coming to the fore under SWApS and elsewhere is the need to work together to reduce transactions costs, eliminate the duplication or fragmentation of efforts, and correct imbalances in the use of resources. All development agencies have procedural requirements that guide their cooperation with developing country partners. However, even where agencies share the same objectives, their specific requirements can vary considerably. Consequently, both donors and developing country partners face administrative complexities that impose a considerable burden on partner countries and undermine aid effectiveness, most critically in poorer and smaller partner countries. Above all, complex administrative requirements make it extremely difficult for partners to exercise country ownership (OECD-DAC Task Force on Donor Practices, 2003). The Monterrey Consensus established in March 2002 at the International Conference on Financing for Development called on donor agencies to intensify their efforts to harmonize their operational procedures.

However, there should be no illusions about the difficulties of donor cooperation and harmonization. Different donors continue to have their own reporting and accountability requirements, different levels of tolerance for risk, different ways of responding to disbursement pressures, different development strategies, and different interests. The typical pattern in moving towards new funding modalities such as pooled funding or budget support is one where a small number of donors form a “coalition of the willing” and move forward ahead of other donors in establishing new modes of collaboration and support for a SWAp, thus establishing a core group that expands over time as other donors join in. However, while

this allows some donors to move forward more quickly in adopting new approaches, the presence of multiple funding approaches can complicate donor coordination (Sundewell, 2003).

2.3.3 Institutional Capacity and implementation of education sector-wide approach in situations of fragility

Discussions of capacity issues under SWApS and elsewhere refer more or less indiscriminately to the expressions capacity development, capacity building and institutional development. There is a general consensus on the need for concerted and massive efforts in this area. Ideally, the program being supported under a SWAp should include a capacity development action plan that pays attention to a range of capacity issues, including: organizational regulations and processes, staffing, human resource development, incentives, participatory processes, and measures to promote accountability for results. Among the wide range of responsibilities for which capacity may need to be strengthened are Leadership, planning and design of development programs; Mobilization of stakeholder participation; Financial management (budgeting and accounting, procurement and contracting); Coordination of donor efforts; Program implementation and service delivery; and Results measurement, monitoring, evaluation and accountability to stakeholders (Lavergne and Alba, 2003).

SWApS require not just a high level of understanding of education issues but a higher level of capacity for national education sector decision making linked to poverty reduction than when financing was linked to donor-identified technical projects. SWApS also require a capacity for high level policy dialogue with development partners, who often present conflicting messages and have their own headquarters driven agendas and deadlines unrelated to the national aspirations of aid-receiving countries. Success of SWApS depends to a large extent on capacity that already exists before the SWAp process is started, and not only of capacity that can be built up through TA inputs (Boak and Ndaruhutse, 2011).

In situations of fragility and post-conflict contexts, there is a general lack of capacity, accountability, performance incentives and management capacity and the education sector is often times largely driven by donors operating discrete projects. While such an approach may have been necessary during such situations of fragility, it is essential that the government is able to take ownership of the sector process and all major responsibility for the plan and its

execution. The adoption of the SWAp implies that within the ministry and its various agencies the necessary capacity has to be developed such as planning, budgeting, general management, etc. Also, the development partners have to ensure that their own capacity is sufficiently developed to enable them to undertake their new roles as supporters and partners in the government-led education sector (Retamal, 1998).

One of the problems of much current sectoral work in developing systems is that the representatives of donors do not themselves have the necessary capacity. This arises for a number of reasons, including, unfamiliarity with new approaches and procedures such as SWAps, turnover of staff, lack of availability of experts with the relevant sectoral expertise, arising possibly from a commitment to reduce their own transaction costs. It will be essential to address this challenge by providing support in the form of training and other inputs to ensure that partners do have the skills and expertise to enable them to play their part fully.

Most aid-dependent countries have weak institutional capacity to plan, manage, and monitor programs, and weak government payment and accounting systems. However, this does not necessarily militate against the SWAp approach or other PBAs. In fact, a SWAp accompanied by appropriate capacity building efforts may present an opportunity to help raise the effectiveness of all expenditure in the sector. This may be a more effective use of resources than more limited project efforts, however well managed (Ratcliffe, 1999).

Capacity issues may likewise condition the choice of aid modality. When capacity levels are extremely low, donors may prefer to retain the project approach or other intermediate solutions such as pooled funding managed outside the government budget and expenditure framework. Examples of this include the provision of funding through Para-governmental organizations (as in the Malawi HIV/AIDS program) or through international organizations (for example, the United Nations Population Fund (UNFPA) in Nicaragua's reproductive health program), while working in parallel to reinforce government systems.

An institutional assessment should be conducted as a basis for determining what can and cannot effectively be achieved, and for designing the capacity-building component of a SWAp. As a rule, any assessment of capacity of the relevant institutions should be made on the basis of three factors: the professional expertise and qualifications of the personnel concerned; organisational aspects such as responsibility structures, procedures and routines; and the institutional framework, consisting of the laws, policies, and institutional culture that impinge upon the program (O'Malley, 2010).

These various capacity challenges need to be approached strategically and contextually by all partners. This requires an understanding of social change and of how different strategies and processes can promote desired improvements in capacity. Some important lessons of past experience include the following (Andersson and Isaksen, 2002): For capacity development to be sustainable, it must be locally generated. Host country leaders must be committed to the process, and there must be champions of change with whom to work. Capacity development approaches should be mindful of the institutional context, including the bureaucratic and political constraints, which may limit success. Problems of capacity are not always related to technical inadequacies, but also to politics, values, culture, resources, and incentives. For example, where governments and government officials do not value fiscal responsibility, no amount of donor support to improve public financial management systems will work. In this case, donors should learn to recognize the limits of their ability to bring about the desired institutional change. Finally, capacity building should not be limited to the central government. There is a need to build capacity also at sub-national levels, in civil society, and in the private sector (Rothman, 2011).

In Rwanda, the move towards SWAp was considered essential for effective planning, coordination and implementation of strategies to achieve poverty reduction goals-but the govt recognised that it will take time and that a flexible and incremental approach was necessary. In order to achieve this agenda, it was essential to strengthen institutional capacity in sector planning and management; establish effective mechanisms for aid coordination; and improve public expenditure management systems. This enabled Rwanda to overcome funding agencies mechanisms and procedures which were often complex and inflexible; inadequate national partnerships; limited institutional capacity for policy and programme development; and little reliable statistical and financial information(Welle, 2008).

Through SWAp, the officials of the MoE in Nacaragua have improved their capacities for leadership & management of the sector, policy making, the framing of medium term plans and annual operative plans, the tying-in of plans with the budget, and negotiation regarding aid delivery instruments (Jane, 2008).

2.4 Conceptual Framework

According to Reichel and Ramey(1987), a conceptual frame work is a set of broad ideas and principles taken from relevant fields of enquiry and used to structures a subsequent presentation. It is a research tool intended to assist a researcher in developing an understanding of the situation under investigation. The proposed study will utilize a conceptual framework illustrated below in order to meet the objectives of the research.

Independent Variables

Dependent Variable

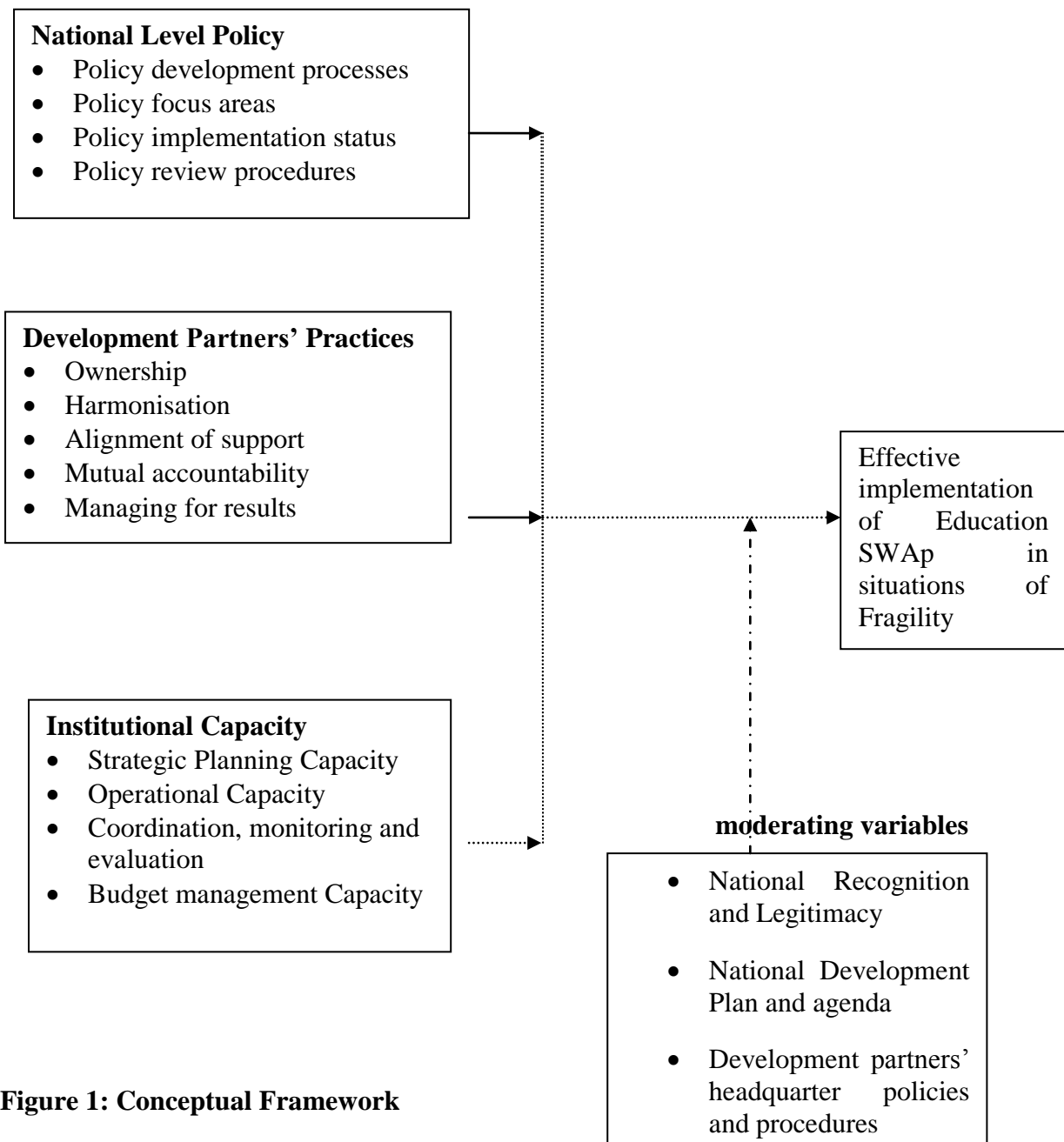


Figure 1: Conceptual Framework

2.5 Summary of Literature Review

From the previous studies done in the past, it is a requisite for Swaps to have a comprehensive education policy and sector strategic plan, endorsed by all development partners and including a budget framework and a set of indicators to evaluate policy implementation and education sector progress. In Foster and Fozzard's (Foster & Fozzard, 2000) view, significant sector finance of any kind, whether programme or project, is unlikely to yield sustainable benefits" in the presence of weak sector policy. Under this scenario, they consider the best policy to be the provision of limited development assistance to facilitate policy and capacity development. In practice, things are not likely to be so clear cut, and assessment of a sector policy's soundness or weakness will be a matter of judgement, allowing for different levels and forms of intervention under different conditions.

The Medium Term Expenditure Framework MTEF which is a top down resource envelope consistent with macro-economic stability; a bottom-up estimate of the current and medium-term cost of existing national priorities; and framework which matches these costs with available resources through an iterative decision making process (DFID) provides the link between resource availability, policy, planning and budgeting, horizontally across sectors and vertically at different decision-making levels. If all donors(and government) commitments are included within this aggregate framework , then planning and budgeting can be undertaken in a comprehensive and prioritised policy decisions. Extra budgetary resources through donor financing outside the MTEF will subvert sector policy formulation and decision-making, and undermine government authority and ownership (IHSD, 2003).

SWAp requires a formal process of development partner (DP) coordination and harmonisation of DP procedures for reporting, budgeting, financial management, monitoring and reporting (this may take the form of a Code of Conduct (CoC) setting the basic rules of engagement for the Ministry of Education and its development partners. In most fragile situations, none of these requirements might be in place, and their design, agreement and establishment will form an important part of SWAp preparation. Initially there should be a set of mechanisms and working arrangements that enable structured dialogue, partnerships and consensus building between education authorities and development partners which might include a Sector Coordination Committee (SCC) and a SWAp Forum.

In situations of fragility and post-conflict contexts, there is a general lack of capacity, accountability, performance incentives and management capacity and the education sector is often times largely driven by donors operating discrete projects. While such an approach may have been necessary during such situations of fragility, it is essential that the government is able to take ownership of the sector process and all major responsibility for the plan and its execution. The adoption of the SWAp implies that within the ministry and its various agencies the necessary capacity has to be developed such as planning, budgeting, general management, etc. Also, the development partners have to ensure that their own capacity is sufficiently developed to enable them to undertake their new roles as supporters and partners in the government-led education sector.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods that will be used for the study and adopts the following structure: research design, population and sample, population description, data collection methods, research procedures and data analysis and methods.

3.2 Research Design

The study adopted a descriptive survey research design. Research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Mugenda and Mugenda, 2003). According to Donald & Delno (2003), the plan is also the overall program of the research and includes an outline of what the investigator will do from writing of the hypothesis and their operational implications for the final analysis of data. Cooper and Schindler (2003) summarizes the essentials of research design as an activity and time based plan; always based on the research question; guides the selection of sources and types of information; a framework for specifying the relationship among the study variables and outlines the procedures for every research activity. The researcher collected and collated data from different primary and secondary sources. The design was preferred because it is concerned with answering questions such as who, how, what, which, when and how much (Cooper and Schindler, 2003). A descriptive study is carefully designed to ensure complete description of the situation, making sure that there is minimum bias in the collection of data and to reduce errors in interpreting the data collected.

3.3 Target Population

The target population is the group of people to whom the findings of a research study are intended to generalize (Lavrakas, 2010). It is the entire set of units for which the survey data are to be used to make inferences. Thus, the target population defines those units for which the findings of the survey are meant to generalize (Lavrakas, 2008). The target population for this study was those stakeholders who influence the outcome of SWAp most, which included development partners, independent specialist on SWAp and senior MoE officials working

within the Somaliland education system. The total target population was 100 (50 development partner representatives, 10 SWAp experts and 40 senior MoE officials from Somaliland). Since the target population was small in number, study was a census survey of all development partners, independent specialist on SWAps and senior MoE officials working within the Somaliland education system as recommended by Cooper and Schindler (2000). The benefits of using this method are that it increases confidence interval, it has a maximum chance of identifying negative feedback and everyone is involved.

3.4 Research Instruments

Since the purpose of the research was to gather rich data that provides an understanding of the factors that influence Education SWAp in situations of fragility, two data collection methods was be used. Due to the thematic nature of the study, a desk-based literature review was first carried out that collected secondary data on SWAp, aid effectiveness, education planning, education financing and fragile contexts.

The second phase of the research utilised questionnaires as the main instrument to collect primary data. Questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analyse. This method was used because it is the most appropriate method for soliciting data in the setting in which the research was conducted and it facilitated the speed of data gathering since it was administered face-to-face, and by post. Questionnaires were administered to the target population. According to Mugenda and Mugenda (2003), questionnaires are commonly used to obtain important information about a population under study.

The informants were made up of practitioners in the Somaliland education system, experts within the field of SWAp who bring the various perspectives of different donors, non-traditional donors and independent consultants with national-level experience of implementing SWAp, as well as some non-traditional donors.

The interviews were conducted by the researcher with the assistance of local researchers identified and trained. It was ensured that all the research assistants ere fluent in both local Somali language and English which facilitated ease of translation of the questions and responses.

3.4.1 Instruments Validity

Validity indicates whether the items measure what they are designed to measure (Borg and Gall 1989). The researcher will use content validity to examine whether the instruments will answer the research questions. Adjustments and additions to the research instruments consultations and discussions with the supervisor were done to establish content validity.

3.4.2 Instruments Reliability

Instrument reliability is the dependability, consistency or trustworthiness of a test (Cohen, Manion and Morrison, 2007). The study employed self administration approach of data collection and monitored the process to ensure that the unintended people did not fill the questionnaire or were not interviewed and assistance sought where possible thus raising the reliability.

3.5 Data Analysis

The process of data analysis involved data clean up and explanation. The data was then coded and checked for any errors and omissions (Kothari, 2004). Frequency tables, percentages and means were used to present the findings. Responses in the questionnaires were tabulated, coded and processed by use of a computer Statistical Package for Social Science (SPSS) version 17.0 programme to analyze the data. The responses from the open-ended questions were listed to obtain proportions appropriately; the response was then reported by descriptive narrative. Inferential statistics such as t tests, one-way ANOVA and cross tabulations were also used in the study.

3.6 Ethical considerations

While these findings of the research will contribute to the knowledge of education, it will maintain utmost confidentiality about the respondent. The researcher ensured that all respondents were given free will to participate and contribute voluntarily to the study. In addition, the researcher ensured that necessary research authorities were consulted and permission granted and due explanations given to the respondents before commencement of the study.

Table 3.1: Operationalization table of variables

Research objectives	Variables	Indicator	Measurement Scale	Data Collection tools	Types of analysis
To assess the extent to which national level policy influences effectiveness of Education SWAp in situations of fragility, with specific reference to Somalia.	National Level Policy	<ul style="list-style-type: none"> • Policy development processes • Policy focus areas • Policy implementation status • Policy review procedures 	Nominal	Structured and non structured questionnaires	Descriptive Statistics
To identify how development Partners' practices influence the effectiveness of Education SWAp in situations of fragility, with specific reference to Somalia.	Development Partners' Practices	<ul style="list-style-type: none"> • Ownership • Harmonisation • Alignment of support • Mutual accountability • Managing for results 	Nominal	Structured and non structured questionnaires	Descriptive Statistics
To establish the extent to which institutional capacity influences the	Institutional Capacity	<ul style="list-style-type: none"> • Strategic Planning Capacity • Operational 	Nominal	Structured and non structured questionnaires	Descriptive Statistics

<p>outcome of Education SWAp in situations of fragility, with specific reference to Somalia.</p>		<p>Capacity</p> <ul style="list-style-type: none"> • Coordination , monitoring and evaluation • Budget management <p>Capacity</p>			
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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter contains analyses, presentations and discussions of the findings of the study. The study was intended to investigate the factors influencing implementation of education sector-wide approach in situations of fragility: a case of Somalia

Data was examined, interpretation of the research findings conducted hence, answering the research question. The data was compiled and the report presented in frequency and percentage tables.

4.1 Questionnaire return rate

The questionnaires' response rate is the proportion of the sample that participated as intended in the research. Ninety nine (99) questionnaires were dispersed to the stakeholders out of which 95 questionnaires were received back. This gave a response of 95.9%. The high response rate is attributed to the fact that the researcher personally administered the questionnaires to the teachers and collected the same after some few days.

4.2 Profile of the respondents

This provides the respondents gender, age and marital status.

4.2.1 Gender of the respondents

The study sought to establish the gender of the respondents as shown in table 4.1.

Table 4.1 Gender of the respondents

	Frequency	Percent
Male	31	32.6
Female	64	67.4
Total	95	100.0

The table revealed that there were more female stakeholders with 67.4% compared to the male who had a percentage of 32.6. This implies that there is a gender disparity for stakeholders who have interest in education in this part of the world.

4.2.2 Age of the respondents

The study sought to identify the age bracket of the respondents as shown in the table 4.2 below.

Table 4.2 Age of the respondents

Age	Frequency	Percent
under 25	4	4.2
26-35	33	34.7
36-45	36	37.9
46-55	21	22.1
over 55	1	1.1
Total	95	100.0

The tables above revealed that, majority of the respondents are between the ages 36-45 years with 37.9%, closely followed by those between 26 and 35 years with 34.7%. Those in the age bracket between 46 and 55 years had 22.1%. Those below the age of 25 years recorded the least percentage of 4.2% while those over 55 years had the lowest percentage at 1%. These findings are an indication that those stakeholders below 55 years of age are the most active activist who wants to see the new changes in the education sector in Somalia. The low percentage of those respondents below 25 years emanates from the fact that, majority are either jobless or are still in schools and colleges meaning they have some other interests that they are pursuing.

Table 4.3: Marital Status of the Respondents

	Frequency	Percent
Married	60	63.2
Single	30	31.6
Widowed	5	5.2
Total	95	100.0

According to the table above the majority of the stakeholders are married with 63.2% which doubles those who are single at 31.6%. Those who are widowed had the least percentage of 5.2%.

Table 4.4: Extent to which Somaliland is considered a fragile state

	Frequency	Percent
very great extent	59	62.1
some extent	30	31.6
very little extent	4	4.2
no extent	2	2.1
Total	95	100.0

The extent to which Somaliland is considered a fragile state has influenced the respondents' touch on the effectiveness of education SWAp as shown in the table above as very great extent at 62.1% while some extent had 31.6%.very little had 4.2% and no extent with 2.1%.This indication that majority of the stakeholders have a feeling that the fragility in Somali land has a very negative impact on SWAp.

Table 4.5: Extent to which Education SWAp Concept is understood by most education stakeholders.

	Frequency	Percent
very great extent	52	54.7
some extent	34	35.8
very little extent	8	8.4
no extent	1	1.1
Total	95	100.0

The study sought to investigate the extent to which Education SAWp Concept is understood by most education stakeholders and how this has influenced the effectiveness of education in this fragile state. table above revealed that to a very great extent and to some extent at 54.7% and 35.8% of the respondents respectively had clear understanding of the concept. While 8.4% do not have a clear understanding of the concept. 1.1% of the stakeholders had idea on the concept.

Table 4.6: Extent to which there is clear nationally owned education sector policy.

	Frequency	Percent
very great extent	64	67.4
some extent	25	26.3
very little extent	6	6.3
Total	95	100.0

The study sought to investigate the extent to which the stakeholder knows whether there is nationally owned education sector policy. According to the table above 67.4% of the respondent knew the existence of the policy and to some extent 26.3% of the respondents knew the same.

Table 4.7: Extent to which education center strategy is linked to provision of national policy.

	Frequency	Percent
very great extent	53	55.8
some extent	32	33.7
very little extent	8	8.4
no extent	2	2.1
Total	95	100.0

The table above revealed that education center strategy is to a very great extent 55.8% linked to provision of national policy and to some extent with 33.7% of the respondents feeling that it is only to some extent. 8.4% felt that this was only to a very little extent. 2.1% of the respondents felt that there was no linkage between the two.

4.3 National Policy

Table 4.8: Extent to which National policy and Education Strategy are aligned to International accepted Policy Standards and Targets on Education

	Frequency	Percent
Very great extent	56	58.9
Some extent	30	31.6
Very little extent	5	5.3
No extent	4	4.2
Total	95	100.0

The study sought to investigate whether National policy and Education Strategy are aligned to International accepted Policy Standards and Targets on Education. From the findings, it is clear that majority of the respondents at 58.9% felt that there is linkage between the two to a very great extent and 31.6% to some extent. 5.3% of the respondents to a very little extent, while 4.2% to no extent.

Table 4.9: The extent to which education sector strategy preparation process was consultative.

	Frequency	Percent
very great extent	52	54.7
some extent	34	35.8
very little extent	4	4.2
no extent	5	5.3
Total	95	100.0

The study sought to investigate whether the education sector strategy preparation process was consultative. From the finding, 54.7% of the respondents felt that to a very great extent it was consultative with 35.8 percent of the respondents stated to some extent. Those who stated very little extent and no extent had 4.2% and 5.3% respectively.

Table 4.10: Extent to which the sector policy and a strategy is a sector –wide.

	Frequency	Percent
very great extent	59	62.1
some extent	25	26.3
very little extent	7	7.4
no extent	4	4.2
Total	95	100.0

According to the findings to a very great extent 62.1 percent the respondents felt that the strategy was a sector wide while 26.3% of the respondents stated to some extent while those who stated that it was to a very little extent and no extent had 7.4% and 4.2% respectively.

Table 4.11: Extent to which the National policy and Sector Implementation is usually as Envisioned.

	Frequency	Percent
very great extent	49	51.6
some extent	35	36.3
very little extent	7	7.4
no extent	6	4.7
Total	95	100.0

The study sought to investigate whether the National policy and Sector Implementation is usually as Envisioned. From the findings, to a very great extent 51.6%, the respondents felt that the National policy and Sector Implementation is usually as Envisioned while 26.3% of the respondents stated to some extent while those who stated that it was to a very little extent and no extent had 7.4% and 4.2% respectively.

Table 4.12: Extent to which there is a MTEF that reflect the Education Sector Strategy and Priorities of the National Education Policy.

	Frequency	Percent
very great extent	25	26.3
Some Great extent	51	53.7
Very Little extent	14	14.7
no extent	5	5.3
Total	95	100.0

The extent to which there is a MTEF that reflect the Education Sector Strategy and Priorities of the National Education Policy is great having 53.7% of the respondents followed by those who stated to a very great extent with 26.3%. Those who stated to a very little extent had 14.7%. and no extent had 5.3% respectively.

4.4 Development Partners

Table 4.13: Sufficient ownership of Provisions and Priorities contained in Somali land Development Policies.

	Frequency	Percent
Strongly agree	39	41
Agree	25	26.3
Neither agree or disagree	10	10.5
Disagree	6	6.3
Strongly Disagree	8	8.4
Don't know	2	2.1
Prefer not to comment	5	5.4
Total	95	100.0

The study sought to find out whether there was sufficient ownership of Provisions and Priorities contained in Somali land Development Policies. From the findings, 41% of the respondent strongly agreed that there was ownership of provisions and priorities in Somaliland land development policies while 8% strongly disagreed over the same. 2% did not know or even understand on the required. 5% preferred not to comment.

Table 4.14: Donors have streamlined and harmonized Procedures to reduce Transaction Cost.

	Frequency	Percent
Strongly agree	35	36.8
Agree	23	24.2
Neither agree or disagree	15	15.8
Disagree	10	10.5
Strongly Disagree	8	8.5
Don't know	2	2.1
Prefer not to comment	2	2.1
Total	95	100.0

Table 4.15: Development Partners are aligned and support National Development Strategies, Priorities, Institutions and Procedures.

	Frequency	Percent
Strongly agree	25	26.3
Agree	33	34.7
Neither agree or disagree	10	10.5
Disagree	12	12.7
Strongly Disagree	10	10.5
Don't know	2	2.1
Prefer not to comment	3	3.2
Total	95	100.0

The study sought to find out whether the respondent were aware of the fact that the development Partners are aligned and support National Development Strategies, Priorities, Institutions and Procedures. The study findings indicate that 26.3% of the stake holders are in strong agreement over the same while 10.5 % strongly disagreed on the same. 2.1% did not have the idea on the same.

Table 4.16: DPs and Government Agencies jointly asses Progress and both are able to hold the other to account on Performance and Delivery.

	Frequency	Percent
Strongly agree	20	21
Agree	45	47.4
Neither agree or disagree	10	10.5
Disagree	7	7.4
Strongly Disagree	8	8.4
Don't know	2	2.1
Prefer not to comment	3	3.2
Total	95	100.0

The study sought to know whether the stake holders were in agreement with the fact that DPs and Government Agencies jointly asses Progress and both are able to hold the other to account on Performance and Delivery. From the findings, 47.4% of the respondents were in agreement, 21% strongly agreed over the same while 8.4% were totally in disagreement.3.2% of the respondent decided not to comment.

Table 4.17: DPs and Government Agencies Improves Monitoring Decision making and Resource Management.

	Frequency	Percent
Strongly agree	20	21.1
Agree	25	26.3
Neither agree or disagree	12	12.6
Disagree	17	17.9
Strongly Disagree	15	15.8
Don't know	4	4.2
Prefer not to comment	2	2.1
Total	95	100.0

The researcher wanted to find out whether the stakeholders were in agreement on the assumption that DPs and Government Agencies Improves Monitoring Decision making and Resource Management.21.1% strongly agreed, 26.3 just agreed while 17.9 disagreed on the same.15.8% of the respondents strongly disagreed that DPs and Government Agencies Improves Monitoring Decision making and Resource Management and 2.1% decided not to comment.

4.5 Institutional Capacity

Table 4.18: There is sufficient Capacity within the SL MoE to engage and Strategize Planning including Planning Process and Policy development

	Frequency	Percent
To a great extent	31	32.6
To some extent	25	26.3
To a limited extent	19	20
Disagree No Not- at all	6	6.3
Don't know	9	9.5
Prefer not to comment	5	5.3
Total	95	100.0

The study sought to find out the extent to which the Capacity within the SL MoE to engage and Strategize Planning including Planning Process and Policy development is sufficient. From the study findings 32.6% of the respondents accepted the fact that there is sufficient Capacity within the SL MoE to engage and Strategize Planning including Planning Process and Policy development. Only 6.3% refuted on the same while 5.3% preferred not to comment.

Table 4.19: MoE staffs have requisite Skills and capabilities to implement and operationalize sector strategies and plans

	Frequency	Percent
To a great extent	45	47.4
To some extent	35	36.8
To a limited extent	5	5.3
Disagree No Not- at all	6	6.3
Don't know	2	2.1
Prefer not to comment	2	2.1
Total	95	100.0

The study sought to establish the extent to which MoE staffs have requisite Skills and capabilities to implement and operationalize sector strategies and plans. 47.4% of the respondent agreed to a great extent over the same while 36.8% to some extent. 6.3% of the respondent totally disagreed on the assumptions while 2% decided not to comment.

Table 4.20: MoE Adequacy in Coordinating, Monitoring and Evaluating Education Sector Programs and Partners

	Frequency	Percent
To a great extent	51	53.7
To some extent	15	15.8
To a limited extent	10	10.4
Disagree No Not- at all	6	6.3
Don't know	8	8.4
Prefer not to comment	5	5.4
Total	95	100.0

The study sought to find out the extent to which the MoE of Somaliland Adequacy has in Coordinating, Monitoring and Evaluating Education Sector Programs and Partners. From the findings, 53.7% of the respondents agreed that there is adequacy in Coordinating, Monitoring and Evaluating Education Sector Programs and Partners to a very great extent, 10.4 % of the respondent said that the adequacy is to a very small extent while 5.4% decided not to comment.

Table 4.21: Staff at the Ministry led and engages in Budget Preparation, Execution and Monitoring within the Frame Work of a Sound Public Financial Management Principles

	Frequency	Percent
To a great extent	34	35.8
To some extent	29	30.5
To a limited extent	13	13.7
Disagree No Not- at all	7	7.4
Don't know	8	8.4
Prefer not to comment	4	4.2
Total	95	100.0

Finally, the study sought to find out the extent to which Staff at the Ministry lead and engage in Budget Preparation, Execution and Monitoring within the Frame Work of a Sound Public Financial Management Principles. 35.8 % of the respondents said it was to a great extent.30.5% of the respondents to some extent while 13.7% of the respondents to a very small extent.8.4% of the respondents did not know or rather they were indifferent while 4.2 decided not to comment.

Correlation Analysis

The correlation coefficient ranges from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. It measures the degree of association between two variables. In order to establish the

relationship between the various independent factors and effective implementation of Performance Contracting, Pearson product moment correlation analysis was used. The correlation coefficient value (r) ranging from 0.10 to 0.29 is considered to be weak, from 0.30 to 0.49 is considered medium and from 0.50 to 1.0 is considered strong. A positive value for the correlation implies a positive. A negative value for the correlation implies a negative or inverse association.

Table 4.22: Distribution of Correlation of Variables Correlation Matrix

Effectiveness of Education SWAp in situations of Fragility		National Level Policies	Development Partners' Practices	Development Partners' Practices
National Level Policies	Pearson Correlation	1.000		
	Sig. (2-tailed)	.		
Development Partners' Practices	Pearson Correlation	.656	1.000	
	Sig. (2-tailed)	.031	.	
Institutional Capacity	Pearson Correlation	.734	.523	1.000
	Sig. (2-tailed)	.017	.016	.

	tailed)			
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The data presented before on National Level Policies, Development Partners’ Practices and Institutional Capacity were computed into single variables per factor by obtaining the averages of each factor. Pearson’s correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table above indicates the correlation matrix between the independent variables (factors) and dependent variable i.e. Effectiveness of Education SWAp in situations of Fragility. According to the correlation matrix, there is a positive relationship between Effectiveness of Education SWAp in situations of Fragility and National Level Policies, Development Partners’ Practices and Institutional Capacity of magnitude 1, 0.656, 0.734, respectively. The positive relationship indicates that there is a correlation between the factors and the Effectiveness of Education SWAp in situations of Fragility. From these findings, it is clear that National Level Policies and Institutional Capacity has the highest effect on Effectiveness of Education SWAp in situations of Fragility while Development Partners’ Practices has the least effect. This notwithstanding, all the factors were significant (p-value <0.05) at 95% confidence level with the most significant factor being National Level Policies

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings. It also gives the conclusions derived, recommendations given and the areas recommended for further study by the researcher in light of the data collected and the analysis thereof.

5.2 Summary of the findings

The purpose of this study was to assess the factors influencing the effectiveness of Education SWAp in situations of fragility, with specific reference to Republic of Somalia. The study found that National Level Policies and Institutional Capacity has the highest effect on Effectiveness of Education SWAp in situations of Fragility while Development Partners' Practices has the least effect. 51.6%, the respondents felt that the National policy and Sector Implementation is usually as Envisioned while 26.3% of the respondents stated to some extent while those who stated that it was to a very little extent and no extent had 7.4% and 4.2% respectively

The study sought to find out whether there was sufficient ownership of Provisions and Priorities contained in Somali land Development Policies. From the findings, 41% of the respondent strongly agreed that there was ownership of provisions and priorities in Somaliland land development policies.

The study sought to investigate the extent to which the stakeholder knows whether there is nationally owned education sector policy. The findings shows that 67.4% of the respondent knew the existence of the policy and to some extent 26.3% of the respondents knew the same.

The researcher wanted to find out whether the stakeholders were in agreement on the assumption that DPs and Government Agencies Improves Monitoring Decision making and Resource Management. 21.1% strongly agreed, 26.3 just agreed.

The study sought to find out whether the respondent were aware of the fact that the development Partners are aligned and support National Development Strategies, Priorities, Institutions and Procedures. The study findings indicate that 26.3% of the stake holders are in strong agreement over the same while 10.5 % strongly disagreed on the same. 2.1% did not have the idea on the same.

The researcher wanted to find out whether the stakeholders were in agreement on the assumption that DPs and Government Agencies Improves Monitoring Decision making and Resource Management. 21.1% strongly agreed, 26.3 just agreed while 17.9 disagreed on the same. 15.8% of the respondents strongly disagreed that DPs and Government Agencies Improves Monitoring Decision making and Resource Management and 2.1% decided not to comment.

The study sought to find out the extent to which the Capacity within the SL MoE to engage and Strategize Planning including Planning Process and Policy development is sufficient. From the study findings 32.6% of the respondents accepted the fact that there is sufficient Capacity within the SL MoE to engage and Strategize Planning including Planning Process and Policy development. Only 6.3% refuted on the same while 5.3% preferred not to comment.

The study sought to establish the extent to which MoE staffs have requisite Skills and capabilities to implement and operationalize sector strategies and plans. 47.4% of the respondent agreed to a great extent over the same while 36.8% to some extent. 6.3% of the respondent totally disagreed on the assumptions while 2% decided not to comment.

5.3 Discussion of Research Findings

The study findings indicates that the national level policy has the highest impact on the implementation of Education SWAp in situations of fragility and therefore the stakeholders should concentrate on land matters if at all they want the education to succeed in these fragile states. 51.6%, the respondents felt that the National policy and Sector Implementation is usually as Envisioned. This is in agreement with other studies done in the past as discussed in the literature review and as per Wood, 2007.

The study sought to find out whether the respondent were aware of the fact that the development Partners are aligned and support National Development Strategies, Priorities,

Institutions and Procedures. The study findings indicate that 26.3% of the stake holders are in strong agreement over the same while 10.5 % strongly disagreed on the same. 2.1% did not have the idea on the same. For donor funded projects, there is a need for donor to work in harmony with the government of the mother country. Development partners should support the efforts of the country in which they operate because they need their support for the success of their projects. This also reflects what Harvey, 2009 described in his studies as mentioned in the literature review.

The study sought to establish the extent to which MoE staffs have requisite Skills and capabilities to implement and operationalize sector strategies and plans. 47.4% of the respondent agreed to a great extent over the same while 36.8% to some extent. 6.3% of the respondent totally disagreed on the assumptions while 2% decided not to comment. From the findings of the study I can say that necessary skills to implement any projects are very necessary. This is because the implementers of project require these skills in the implementation stage. Perhaps donors should start by imparting skills to all those who would be the project implementers. This is in agreement with findings carried by Welle K in 2008.

5.4 Conclusions

Despite the multifarious challenges of supporting education in FCAS, SWApS are relevant as an approach to planning and financing education. SWApS are relevant in FCAS due to the need to seize the window of opportunity afforded by the cessation of conflict, making a definitive break with historical patterns of exclusion and discrimination and supporting the delivery of inclusive education services at scale and in the most efficient and sustainable ways. Despite the very real difficulties in supporting SWApS in FCAS, some countries have embarked on SWAp-like approaches through the adoption of ‘low-level’ approaches which place a greater burden on donors with a focus on coordination, sharing data and involvement of local authorities wherever possible.

In countries which have emerged from fragility, SWApS have contributed to broader stabilization and state-building initiatives. Under the right political conditions, SWApS can help governments meet citizens’ expectations of education service delivery, building the legitimacy of the state. SWAp support to decentralization has implications for state-building in FCAS since the management of centre–periphery relations has the potential to either enhance or undermine state-building objectives. The provision of financial aid ‘on budget’

strengthens the political processes and policy trade-offs made regarding the allocation of resources through national systems, as well as broad state–citizen accountability.

5.5 Recommendations.

1. National level policy plays key roles in the effectiveness of SWAps therefore the researcher recommends that fragile states should have sound policy papers and enforce the adherences to them while implementing any projects
2. In light of the fact that a variety of financing modalities can be used to support a SWAp, development partners should seek to be inclusive in their partnerships with one another rather than forming exclusive alliances to the detriment of long-term institutional development of the ministry of education. Partner governments and donors need to ensure that the design and implementation of a SWAp draws upon comprehensive political economy analysis and is sensitive to existing formal and informal incentive structures and interests.
3. Institutional capacity both on part of development partners’ staff and Ministry of Education staff is critical to the successful implementation of Education Sector Wide approaches and the researcher recommends that institutional development and capacity building should be part of any design of a SWAp programme.

5.6 Suggestions for further research

The researcher has explored the key factors that influence the effectiveness of education sector-wide approach in situations of fragility: a case of Somalia and therefore recommends further studies on the following to be done:

1. Other factors that may have similar effects on implementation of education SWAp.
2. Different research design should be used for comparison purposes.
3. Different country with similar characteristics of Somalia should be sampled out for a similar study in future to check the reality of the SWAp implementation.

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APPENDICES

Appendix 1: Letter of Introduction

MOHAMUD M. HURE

PO BOX

NAIROBI

Dear Respondent,

SUBJECT: QUESTIONNAIRES FOR DATA COLLECTION

I am Mohamud Hure, a postgraduate student at the University of Nairobi, Nairobi, Kenya. I am currently studying for my MA degree in Project Planning and Management and as part of the degree I am undertaking a dissertation project that seeks to assess the factors that influence Education SWAP in situations of fragility, with specific reference to the country of Somalia. I have therefore a questionnaire which I would be grateful if you complete and return to me in the self-addressed envelope enclosed. I can assure you that your participation in the study will remain confidential and I have already undergone stringent vetting for ethics at the university.

This is a major piece of work that I am undertaking and I believe that the findings will go a considerable way towards contributing to the effective implementation of SWAp in the education sector in Somalia. For this reason I am asking that you please answer the questions as completely and honestly as you possibly can to enable an representation of the actual situation.

If you find any difficulty while filling in the answers please do not hesitate to contact me and I will clarify this. I appreciate your anticipated response to filling in this questionnaire.

Thank you in advance for you time and cooperation.

Yours faithfully

Mohamud M.Hure

Reg.No.L50/70764/2011

Appendix ii: Structured & Non Structured Questionnaires

Please respond to the information below by ticking in the space provided.

1. What is your gender?

Male [] Female []

2. Age: under 25 [] 26-35 [] 36-45 [] 46-55 [] Over 55[]

3. What is your marital status?

Married [] Single [] Windowed []

Your Name						
Your Organisation						
Your Position						
1. National Level Policy						
I am interested in how the Ministry of Education, Somaliland has implemented and managed the introduction of Education SWAP and particularly how the national-level policy environment has influenced the effectiveness of education SWAp in such a fragile context as that of Somaliland. Please can you indicate the extent to which the following reflects the situation in Somaliland						
	To a great Extent	To some extent	To a limited extent	No – not at all	Don't Know	Prefer not to Comment
Somaliland is considered a fragile state						
Education SWAp concept is understood by most education sector stakeholders						
There is clearly nationally-owned education sector policy						
There is an education sector strategy linked to provisions of the national policy						
Provisions in the national policy and education strategy are aligned to international accepted policy standards and targets on education						
The education sector strategy preparation process was consultative						
The sector policy and						

strategy is sector-wide							
The national policy and sector implementation is usually as envisioned							
There is an MTEF that reflects the education sector strategy and priorities of the national education policy							
Development partners have aligned their support to the sector plan							
There is an annual joint sector reviews							
Please describe ways in which the national policy influences the effectiveness of education SWAp							
2. Development partners Practices							
I'd like you to consider the extent to which you agree or disagree with the following relating to development partners practices that influence the effectiveness of education within a fragile environment as that of Somaliland. Please indicate the extent to which you agree with these statements. I am concerned with your personal opinion as a development practitioner not necessarily your organisation's policy.							
	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree	Don't know	Prefer not to Comment
There is sufficient ownership of provisions and priorities contained in Somaliland development policies							
Donors have streamlined and harmonised their procedures to reduce transaction costs							
Development partners is aligned and support national development strategies, priorities, institutions and procedures							
DPs and government agencies jointly assess progress and both are able to hold the other to account on performance and delivery							
DPs and government agencies improve monitoring decision making and resource management							

3. Institutional Capacity

SWAp application requires the below institutional capacities to be in place within education authorities that adopt the SWAp process. Please can you indicate the extent to which those capacities are available within the Somaliland Ministry of Education since the introduction of SWAp in 2007?

	To a great extent	To some extent	To a limited extent	No – not at all	Don't Know	Prefer not to Comment	
There is sufficient capacity within the SL MoE to engage and strategic planning process including planning and policy development and/or formulation							
MoE staff have requisite skills and capabilities to implement and operationalize sector strategies and plan							
The MoE is adequately able to coordinate, monitor and evaluate education sector programmes and partners							
Staff at the Ministry lead and engage in budget preparation, execution and monitoring within the framework of a sound public financial management principles							

Appendix iii: Scheduled Interview Guide

1. In what capacity do you operate?.....
.....
2. Please provide a quick overview of: Somaliland education sector.....
-
3. Who are the major education donors.....
4. To what extent does institutional capacity influence effectiveness Education SWAp in Somaliland?
.....
.....

Thank you for completing this questionnaire. Please return it in the self-addressed envelope provided.

Appendix vi: Maps of the Somali Republic



Source: UN Cartographic Section, Map 3690 Rev. 8 (May 2011)

