



Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 10-Nov-2021 | Report No: PIDC32645

**BASIC INFORMATION****A. Basic Project Data**

Country Somalia	Project ID P176898	Parent Project ID (if any)	Project Name Somalia Empowering Women through Education and Skills Project - "Rajo Kaaba" (P176898)
Region AFRICA EAST	Estimated Appraisal Date Jan 24, 2022	Estimated Board Date Mar 31, 2022	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance, Federal Republic of Somalia	Implementing Agency Ministry of Education, Culture and Higher Education, Federal Republic of Somalia	

Proposed Development Objective(s)

To improve literacy and numeracy skills, skills for income generation, and skills for leadership in targeted populations.

PROJECT FINANCING DATA (US\$, Millions)**SUMMARY**

Total Project Cost	50.00
Total Financing	50.00
of which IBRD/IDA	30.00
Financing Gap	0.00

DETAILS**World Bank Group Financing**

International Development Association (IDA)	30.00
IDA Grant	30.00

Non-World Bank Group Financing

Trust Funds	20.00
-------------	-------



Somalia Multi-Partner Fund	20.00
Environmental and Social Risk Classification Substantial	Concept Review Decision Track II-The review did authorize the preparation to continue

Other Decision (as needed)

B. Introduction and Context

Country Context

- Somalia is transitioning from a period of prolonged conflict to becoming a more peaceful, politically sound, and economically stable country.** In recent years Somalia has made important strides in building core economic institutions, promoting security and fighting terrorism, and strengthening its still-fragile political consensus. In 2012, Somalia adopted a new constitution and elected a new federal parliament and a president, and in 2017, the country completed its first national electoral process since the transition. The government has appointed new leaders to key posts in the country’s police force and finalized regulations to strengthen its capacity to monitor financial transactions, including potential terrorism financing. New payment system platforms were deployed in 2020, and the Central Bank is preparing to introduce a new national currency to pave the way for financial inclusion of the poor and strengthen the supervision over the financial sector. Finally, political leaders have agreed to ensure a 30 percent quota for women in parliament.
- At the same time, Somalia’s potential progress is confronted with the substantial challenges of widespread poverty, low economic growth, and low fiscal capacity.** Somalia is one of the poorest countries in the world with a per capita gross domestic product (GDP) of US\$327. An estimated 69 percent of the population live in poverty (below US\$1.90 per day according to the most recent 2018 estimate) currently with the poverty rate likely to increase as the population growth rate (2.83 per annum in 2015-2020) outpaces the annual economic growth rate (2.8 percent average in 2016-2020). The economy benefits substantially from foreign remittances, which are estimated to make up 31.2 percent of GDP (2020). Fiscal capacity continues to be low, with a government expenditure-to-GDP ratio of 12.4 percent (2020) and a tax-to-GDP ratio of 2.5 percent (2020). These factors all constrain the Government’s ability to deliver services.
- Somalia’s economy has been affected by multiple challenges during the last three years.** Climate change has contributed to extreme weather events such as droughts and flooding. Between 2018 and 2020, multiple incidences of flooding contributed to an internal displacement of nearly 3 million people, adding to an estimated 1.1 million already in protracted displacement.¹ The COVID-19 pandemic led to a reduction in income for 80 percent of households and increased basic commodity prices due to border closures and restrictions on domestic movement. In early 2021, Somalia experienced its worst outbreak of desert locust infestation in 25 years. Economic growth and per-capita income gains

¹ https://data2.unhcr.org/en/situations/cccm_somalia.



made since 2017 have largely been lost in the slower pace of growth in 2019 and the economic contraction in 2020 as these crises have compounded the challenges facing efforts to build more shared prosperity in Somalia. The country's economy is projected to grow by 2.5 percent in 2021, compared to a pre-COVID forecast of 3.2 percent.

4. **The Government's capacity to respond to these multiple crises has been further constrained by ongoing political uncertainty.** Although Somalia was scheduled to hold elections in early 2021, the constitutional mandate of the Federal Government of Somalia ended on February 8, 2021, and the terms of office of the current President and the members of both houses of Parliament were extended. The emerging political agreement around election arrangements is fragile, and uncertainties persist around its implementation. Within this evolving context, there is also a concern that militia-based opposition, known as Al-Shabaab, may capitalize on the situation.

5. **Somalia's high fertility and improved survival rates means that education, skills, and employment needs will remain high for decades to come.** Adolescents and youth aged 10-24 years represented 34 percent of the population in Somalia, slightly higher than the Sub-Saharan African average share at 32 percent and much higher than the global share at 24 percent.² Moreover, the size of the population in this age group is projected to grow from about 5.5 million (2020) to between 12.6 million and 14.8 million in 2050.³ These demographic changes will require expansion of fiscal space for education to keep up with demand and provide the skills required for economic transformation.

Sectoral and Institutional Context

6. **With the right investments in its people – particularly in educating girls and women – Somalia has the opportunity to capture a demographic dividend.** Despite currently low levels of literacy and access to education, Somalia's youthful population indicates a high return on investing not only in the school-age population, but also in girls and women who have been left behind by the formal education system and could benefit from a second chance. Timely and effective investments in human capital for girls and women hold the promise of reducing the intergenerational transmission of poverty. These investments may reduce fertility levels and increase investments in children through multiple channels: increased autonomy and bargaining power in family formation, increased child survival, and greater earning power and improved status. Boosting women's economic empowerment is essential to achieve economic growth, shared prosperity and social stability in Somalia and to meet current Government objectives set out in the Somalia National Development Plan (NDP 2020-2024).

7. **Women's basic skills, such as literacy, are low both in absolute terms and relative to men.** Nationwide an estimated 56 percent of women aged 15 years or older cannot read compared to 41 percent of men (Figure 1a). Despite improvements in girls' access to education over time, access to basic education is still comparatively low. Somalia's gross enrollment ratio (GER) in primary education is among the lowest in Sub-Saharan Africa (Figure 1b). Somalia has made progress in getting more girls in school: the share of women and girls from 10 to 19 years of age without any formal education is half that of women over age 35 (Figure 1c). This gradual improvement in access to basic education is a substantial achievement against a backdrop of crisis. Nonetheless, more than 40 percent of girls remain excluded even in the youngest cohort. While women's education attainment and literacy are lower than men's across the board, there are also unequal outcomes across different groups of women: approximately 72 percent of women aged 25 or older who live in rural areas and 59 percent who live in urban areas have never attended formal schooling. For women in internally

² According to the UN WPP (2019), the median age of the Somali population was only 16.7 years. It is among the lowest in the world behind Niger (15.2), Mali (16.3), and Chad (16.6).

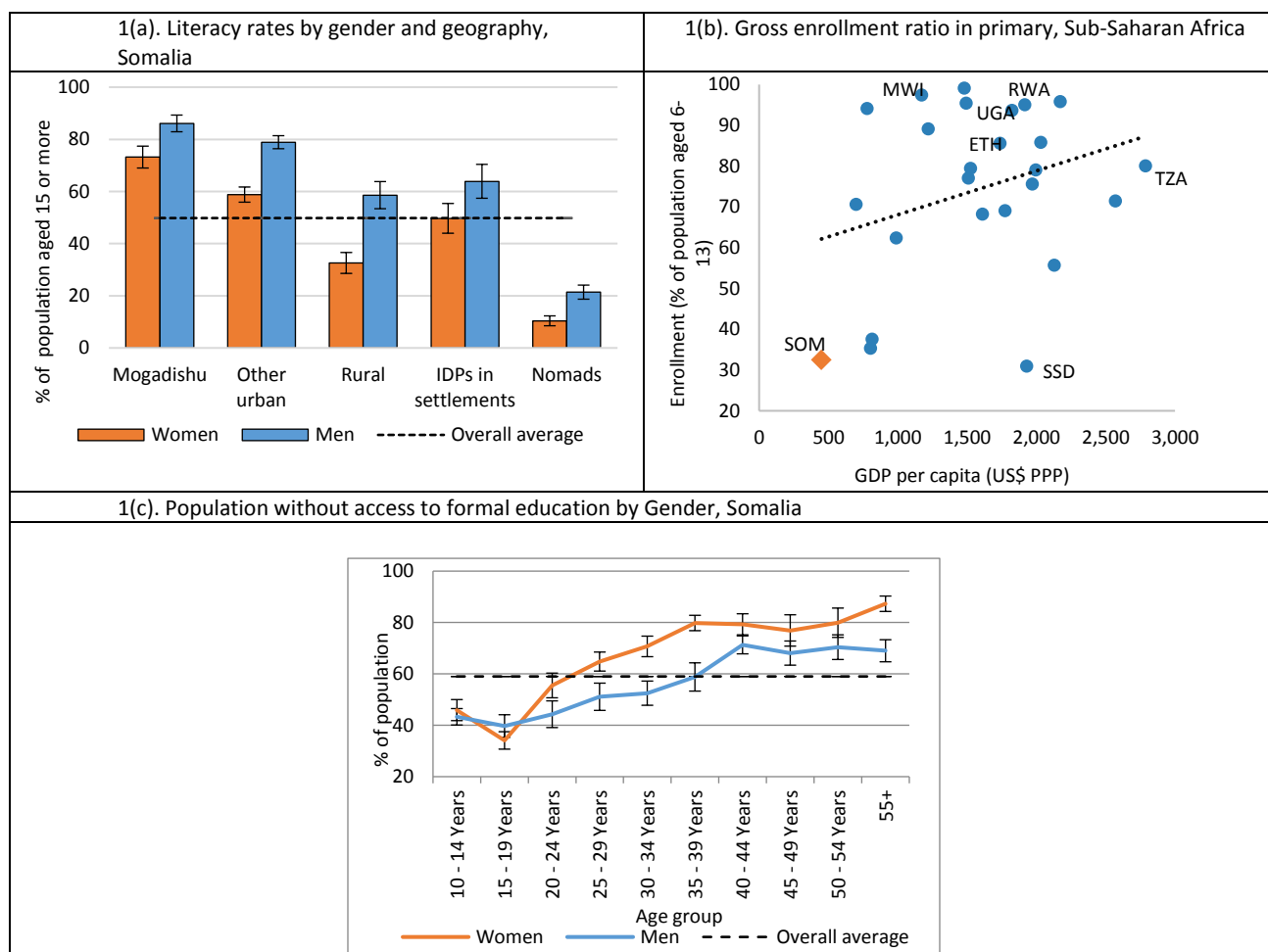
³ Range is due to use of low-fertility scenario or high-fertility scenario.



displaced person (IDP) settlements or nomads, this percentage reaches 83 percent. The literacy rate among rural women is around 35 percent, and among nomadic women around 10 percent.

8. Girls and women face many challenges in accessing education. These include poverty, distance from home to school, clan systems and preferential treatment of males, and other social norms that include pressure to marry at a young age and household and care responsibilities for younger siblings.⁴ The scarcity of female role models at higher levels of education, likely affect women’s persistence in the education system.⁵ Efforts are underway, including a new World Bank-financed project, to address these access challenges in basic education; however, the stock of girls and women who never benefitted from basic education in the first place remains very high.

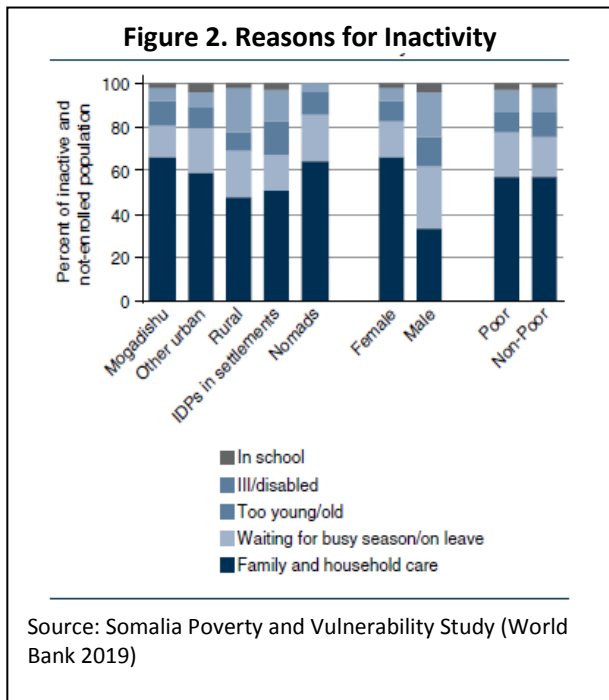
Figure 1. Key Education Indicators in Somalia



Source: Somalia Poverty and Vulnerability Study (World Bank, 2019)

⁴ Bill and Melinda Gates Foundation, 2019.

⁵ Jama, A. and Barre, GS. 2019. Understanding the barriers to girls’ and women’s access to higher education in Puntland, Somalia. London: ODI.



9. A number of additional barriers, in addition to low educational attainment, affect women’s economic engagement in adulthood.⁶

Overall, women’s labor force participation is low at 37 percent, compared to 58 percent for men. The labor market is segregated by gender, with women mostly in lower-income activities. Women account for 60 percent of owners of micro businesses, which are characterized as informal, irregular, and of low on the value chain. Figure 2 lays out the reasons for economic inactivity from the Somalia Poverty and Vulnerability Study 2019. Across all groups—urban, rural, IDPs, nomads, poor and non-poor, “family and household care” is the most cited reason for inactivity, nearing 60 percent for most subgroups of women. These data indicate that any efforts to boost women’s economic empowerment will have to address the household and childcare responsibilities, which constrain women’s ability to work outside the home or participate in education or other opportunities. Other barriers include (i) limited opportunities for acquiring vocational and business skills; (ii) societal norms and dynamics that limit women’s meaningful participation in private enterprises and contribute to a hostile work environment; (iii) women’s lack of control over critical resources including land, financial resources and other inputs; (iv) insufficient market

research on viable opportunities; and (v) a lack of access to formal networks to provide business guidance. While the World Bank and partners are working together with the Government of Somalia to facilitate women’s entry into the labor market and self-employment (Box 1 and Table 1), there is a need to scale up successful approaches to help more women overcome these barriers.

10. Somali women stakeholders and activists were consulted during project identification regarding issues of labor market engagement.⁷ When asked to what degree basic skills affect women’s well-being and success, the participants agreed that it was a key priority for women to have the basic reading, writing, and arithmetic skills. They stressed the close correlation between having a command of these basic skills and the capacity to reach financial independence, which they attributed as the main driver of self-confidence. These discussions underscored constraints related to women’s limited financial independence, the absence of childcare for working women, and excessive responsibilities for women in the household. Importantly, these women also highlighted the substantial security and safety concerns that women suffer from in the labor market, emphasizing widespread experiences of personal harassment and abuse and toxic workplace cultures. These activists strongly expressed their recommendation that part of the path to overcoming these barriers are for women to be educated in their legal rights and for many more opportunities to be created and supported to enable women to work in all-women environments, under women managers, and with women leaders. Moreover, public campaigns including through social media should be expanded to promote women’s participation in further education and the workforce.

11. Promising interventions to boost women’s skills and ability to engage in productive employment exist in Somalia. These include second-chance education for girls and women who did not complete formal schooling, training for

⁶ World Bank 2019.

⁷ Consultations included representatives from significant initiatives such as Gaari Dumar; Hano Academy; Kaafiya; hiigso; iRise Hub; Microfinance initiatives such as Kim’s; Awood; and Fursad Abuur.



job-relevant skills, and investments in higher education to build leadership capacity and create aspirational pathways for young women. In order to maximize the potential of these interventions, more work is required to both increase access and to improve coherence and quality.

12. **Second-chance initiatives targeting adolescent girls and young women demonstrate operational value but are limited in ambition and donor-driven.** Second chance programs include both (i) Alternative Basic Education (ABE) tracks that lead to a primary or secondary equivalency and (ii) Non-Formal Education (NFE) programs focused on functional literacy, numeracy, and other life skills but for whom a primary or secondary equivalency is not desired or realistic. Existing programs in Somalia have been supported by major funders, including the UK, the US, and the EU, and with the support of international and local implementation partners (Table 1 summarizes the largest projects). These programs provide primary- and secondary-level second chance education targeted to girls or more broadly to children from pastoralist communities, minority clans, and others who have been left behind. Despite the value of these programs individually, they are designed and implemented by external partners outside of an integrated framework and are not contributing to a sustainable second-chance system.

Box 1. World Bank Projects with Gender-Focused Interventions

Several ongoing World Bank projects have interventions that focus on supporting girls’ education and women’s empowerment. These are summarized below, and additional information is provided in Annex III.

- *Somalia - Water for Agro-pastoral Productivity and Resilience.* The project recognizes the large role women play in both agriculture and livestock activities and addresses key challenges that traditionally limit their productivity, such as providing access to water and sanitation facilities and training in livestock management and cropping.
- *Somalia Capacity Advancement, Livelihoods and Entrepreneurship, through Digital Uplift Project (SCALED-UP) and Additional Financing.* The creation of a new digital ID can boost female enrollment in education and training and facilitate their access to financial services and economic opportunities.
- *Shock Responsive Safety Net for Human Capital Project.* Cash transfers targeting mostly pregnant, lactating women and young mothers or female caregivers will contribute to reducing the gender gap in access to socioeconomic opportunities.
- *Improving Healthcare Services in Somalia Project - “Damal Caafimaad”.* The project will improve the health of Somali women by providing family planning and birth spacing services, as well as a package of GBV services.
- *Somalia Education for Human Capital Development Project.* The project comprises different activities aiming to improve girls’ access to education and learning outcomes. These involve promoting female teacher recruitment, expanding the supply of schools and functioning WASH facilities, and campaigns to leverage community involvement.
- *Somalia Currency Exchange Project.* The project will support the reintroduction of the national currency and is expected to have a larger positive impact on women as the main user of the Somali shilling.
- *De-risking, Inclusion and Value Enhancement of Pastoral Economies in the Horn of Africa.* The project will support financial education and outreach programs to women groups to enhance women’s ownership of income from livestock activities.



Table 1: Second Chance Programs in Somalia Targeting Girls and Other Disadvantaged Children & Youth		
Program Name (Funder)	Purpose	Geographic Focus
Adolescent Girls’ Education in Somalia – AGES (FCDO)	Provide literacy, numeracy, and key life skills including financial literacy and sexual and reproductive health	Banaadir, Jubbaland and South West.
Somalia Girls’ Education Promotion Program – SOMGEP (FCDO)	Provide second-chance literacy, numeracy life skills	Somaliland, Puntland, Galmudug
Somalia Girls’ Education Promotion Program - SOMGEP II (FCDO)	Provide second-chance literacy, numeracy life skills	Somaliland, Puntland, Galmudug
Educate Girls, End Poverty (FCDO)	Increase literacy and numeracy of primary and lower secondary girls, mostly urban Somalia	Benadir, Galmudug, Puntland, Somaliland
Accelerated Basic Education (ABE) for Pastoralists (USAID)	Provide accelerated (catch-up) literacy and numeracy skills	Jubbaland, South West
Bar Ama Baro (Teach or Learn) (USAID)	Follow-on project to ABE, providing accelerated literacy and numeracy skills to out-of-school children and youth	South West

13. **Properly designed second chance education programs could benefit many youth and young adults – and girls and young women in particular - as part of the non-formal education system in Somalia.** International evidence shows second chance programs can support young girls to acquire the necessary basic education skills with benefits also in terms of health, confidence and labor market prospects. In Ethiopia, the “Bright Future” program delivered second chance education to out-of-school girls in the poorest urban areas of the country, including basic literacy and life skills. External evaluations showed significant increase in attendance in NFE and signs of improved test scores. In South Sudan, BRAC has supported the government since 2008 to increase enrollment, reduce gender disparity, and improve the quality of education through alternative education programs focused on literacy and numeracy, in many cases including life and occupational skills. In Somalia, a successful second chance education system will require substantial investment to address limited coverage and targeting; absence of implementation, performance, and outcome data; lack of an integrated curriculum framework; insufficient availability of teaching and learning materials; and limited availability of training for teachers in these initiatives.

14. **One promising approach for increasing basic skills in adults is to leverage mobile technology.** According to a World Bank study, mobile penetration is high with approximately 90 percent of Somalis above the age of 16 years having a phone, of which 30.8 percent are smartphones. The high use of mobile phones could facilitate more rapid scaling of education services. With the support of development partners, several initiatives promoting literacy through mobile learning solutions have been introduced. Interaction with online platforms and tools is also increasing. The use of mobile technology can increase the resilience of service delivery to shocks such as pandemics, climate-related events, and conflict, as demonstrated by the World Bank’s experience in FCV contexts and during COVID-19-related school closures.

15. **In addition to literacy and numeracy, job-relevant skills are critical for women’s successful engagement in the labor market and self-employment.** As with second chance programming, Somalia’s skills sector is currently small and donor-driven. Data on the skills sector, including on the outcomes of program graduates and the skills needs of the formal and informal economy, are scarce and incomplete. While approximately 129 skills training centers have been established around the country, a lack of government financing leaves institutions largely dependent on donor funding. Public TVET institutions’ operations are very limited and often interrupted when funding is unavailable. As a result, as few as 13,500 people may be enrolled in skills programs nationwide (see Annex 1). For comparison, more than 650,000 14-17-year-olds



are out of school and more than 150,000 youths have completed either primary or non-formal education but are not in further education or training, suggesting a substantial unmet need for skilling opportunities. In practice, most Somalis learn market-relevant skills informally, e.g. in family-run farming or fishing businesses or through other close contacts. There is a high degree of gender segregation into traditionally male and female fields, as well as strong cultural association between traditional clans and specific professions, reducing the social space for people to pursue opportunities in non-stereotypical sectors. A 2019 EU study of the sector cited inconsistent funding, a lack of a competency-based approach, and limited connections to employers and the informal sector. Some private provision of in-house training by hospitality, construction, and manufacturing companies has been reported, indicating an industry recognition of skills needs which could be harnessed toward building a more robust, employer-led training system. The National Qualifications Framework of Somalia (NQFS) is at the conceptual stage but could provide a common reference that allows qualifications within and outside Somalia to be compared easily and cover the entire system from primary to higher education.

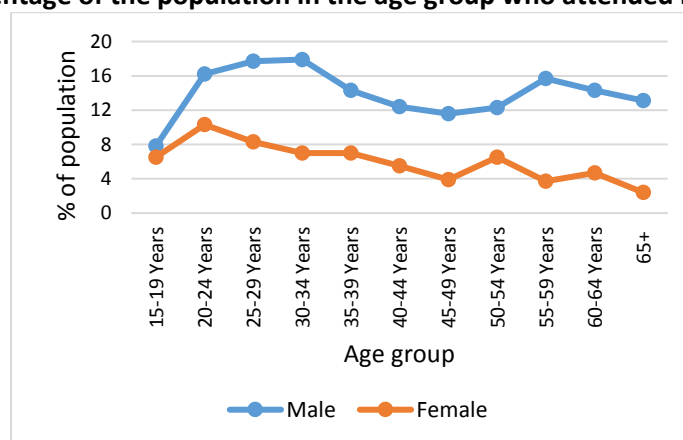
16. Somali women stand to benefit from well-designed skills programs which incorporate cross-cutting skills, in particular entrepreneurship skills. Somali women activists and stakeholders consulted during project preparation identified barriers not only in employable skills, even in traditional women’s fields such as hairdressing, sewing, and childcare, but also a lack of self-employment and entrepreneurship competencies such as communication skills, financial literacy, IT, and marketing. The ILO’s Start and Improve Your Business (SIYB) program has been adapted to the Somali context, and Somalia now benefits from a cadre of experienced trainers, who could help form the beginning of a more comprehensive and locally adapted approach to training. Evidence shows that traditional business training has little economic impact, particularly for women, but a rigorous evaluation from Togo shows that training on psychological skills such as personal initiative, future orientation, persistence, and “entrepreneurial mindset” can be much more effective. Women who received these skills increased profits by 40 percent, relative to 5 percent in a comparison group in traditional business training.⁸

17. Women’s access to higher education and leadership opportunities is low, albeit slowly improving. Figure 3 illustrates trends similar to those observed in basic education, with women’s attainment slowly improving from older to younger cohorts, with a persistent gender gap that may only recently be closing. Retention of women in higher education remains a significant challenge. Though data are scarce, available information indicates that women account for approximately 40 percent of the enrollment of first year students in higher education, but the majority of the women who enroll do not complete their studies. Among women aged 25-44 years old, about 7 percent have attended higher education only, compared to 16 percent of men. Better data will be needed to understand the challenges women face in making the transition from secondary to higher education and in persisting through completion of a diploma or degree. At the same time, some gains have been achieved in women’s participation in political and public decision-making and leadership. Somali women have advocated for greater political representation and inclusion in all areas, and in some areas their participation has been protected and promoted by the introduction of initiatives such as the 30 percent women’s quota in Parliament. The 2016/2017 selection process for Parliament resulted in selection of 80 women, or 24 percent of the representative body, which was an improvement from the 14 percent reached in 2012. Of the women who have successfully secured political positions, few have the formal education or technical experience to carry out effectively the mandate and duties of their leadership positions, indicating the need for more advanced training for women leaders.

⁸ “New Mindset, Increased Profits: Lessons from an Innovative Entrepreneurial Training in Togo.” <https://www.worldbank.org/en/news/feature/2018/01/18/new-mindset-increased-profits-lessons-from-an-innovative-entrepreneurial-training-in-togo>



Figure 3. Percentage of the population in the age group who attended higher education



Source: The Somali Health and Demographic Survey (2020)

18. **Somalia’s federal and state governments have made strides in education policy and program development and are bringing together a consolidated response to basic and higher-order skills needs.** Notable achievements include enactment of a new Basic Education Act that will ensure the regulation and provision of basic and adult education in the country; engagement with development partners since 2012 on a series of Education Sector Strategic Plans (ESSP), with a new ESSP currently under development (2021-2026); and the adoption of the country’s new harmonized competency-based curriculum. The federal Ministry of Education, Culture, and Higher Education (MoECHE) has brought together TVET and NFE in a consolidated department, delineated the roles and responsibilities of MoECHE and the Ministry of Labor in the skills development space through a Memorandum of Understanding (MOU), and finalized a unified national education policy framework through a signed MOU with Federal Member States. The forthcoming launch of the \$40 million IDA-financed Education for Human Capital Development Project (approved by the World Bank on May 24, 2021) is also a significant achievement given that it is going to be Somalia’s first major government-executed education project. With the support from the Recurrent Cost and Reform Financing (RCRF) project, Ministries of Education at the Federal Member State (FMS) level have begun establishing mechanisms for teacher payroll management and system for teacher recruitment and management. Notably, the foundations for FGS and FMS budgetary transfers has been established.

19. **Somalia has requested the World Bank’s support in developing a more holistic system to educate and empower girls and women with skills to promote economic empowerment and capacity to lead.** This new project concept reflects the government’s vision of both a Women’s Leadership College to foster female leadership at the highest levels of society, combined with a comprehensive approach to education and skills that will target the most disadvantaged women and girls. The approach will emphasize building on and scaling successful existing interventions and drawing on international evidence from contexts facing similar challenges and opportunities.

C. Proposed Development Objective(s)

To improve literacy and numeracy skills, skills for income generation, and skills for leadership in targeted populations.



Key Results (From PCN)

Proposed PDO Indicators:

1. Change in basic proficiency rates in literacy and numeracy in targeted population of second chance programs (percentage, disaggregated by gender)
2. Beneficiaries obtaining a skills qualification related to labor market needs or livelihood (number, disaggregated by gender)
3. Female beneficiaries completing courses relevant to leadership skills delivered through newly established women’s college (number)

The project will seek to close gender gaps across all three components, and the specific gaps to be tracked in the results framework may include (i) differences in basic literacy and numeracy skills between rural and urban girls, (ii) gender polarization in different sectors of skills training (summarized in a gender parity index), and (iii) differences in higher education enrollment between women and men.

D. Concept Description

20. Empowerment of women in Somalia is at the center of building a more just, economically strong, politically stable, and peaceful country. The Project will support the government’s efforts to enhance the conditions for women’s empowerment by providing the fundamental skills, qualifications, competencies, and mindset needed for women to improve their labor force participation, enhance their informal and formal sector job success and self-employment, and expand their leadership roles across all sectors of the society. A growing pipeline of women who have this preparation for success would enable Somalia to walk the path of sustained economic growth and social development, reduce intergenerational transmission of poverty through reduced fertility and greater parental investment per child, and change accepted harmful practices such as female genital mutilation.

21. The project design recognizes the self-reinforcing dynamics of women’s success across various levels of education. The presence of women leaders has been shown to increase aspirations of parents for their daughters and girls’ aspirations for themselves, while relieving constraints such as girls’ greater burden of household chores.⁹ Female leadership at the top of society requires a pipeline of girls and women progressing through primary to secondary education and beyond. Acquisition of numeracy and literacy skills both enhance women’s basic ability to engage in the world and facilitate access to skilled occupations and entrepreneurship. The project’s comprehensive approach to second-chance education, skills training, and higher education recognizes the potential for a virtuous cycle of women’s success up and down the educational system. At each level the project will also incorporate transferrable skills such as self-efficacy, communications, and negotiation skills, which have been shown to increase educational attainment by helping girls and women advocate for their own needs and goals.¹⁰

22. The Project is designed to reinforce Somalia’s efforts to build a coherent education system at the federal and sub-national levels. Complementing and building on the system-building activities supported by the Somalia Education for Human Capital Development Project (P172434), the proposed project will include policy development and system management across components. A core goal of these activities would be to promote vertical mobility and portability of

⁹ Beaman, Lori, Esther Duflo, Rohini Pande, and Petia Topalova. 2012. "Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India." *Science* 355(2012): 582-586.

¹⁰ Nava Ashraf, Natalie Bau, Corinne Low, and Kathleen Mc Grinn. "Negotiating a Better Future: How Interpersonal Skills Facilitate Inter-Generational Investment." *The Quarterly Journal of Economics*, Volume 135, Issue 2, May 2020.



qualifications across mainstream and second-chance basic education, skills training, and higher education, ensuring multiple pathways for advancement and the elimination of “dead ends” in educational progression. Considerations of GBV prevention and disability inclusion will also be incorporated throughout all components. In line with the Somalia Education for Human Capital Development Project, these activities would be designed to strengthen the stewardship role of the federal Ministry of Education, Culture, and Higher Education (MoECHE) while enhancing capacity in the involved Federal Member States (FMS) and Somaliland. The project will draw upon implementation lessons from projects in contexts affected by fragility, conflict, and violence (FCV), including the importance of simplicity and flexibility in implementation modalities using both government and non-state actors for delivery. Where appropriate, the project will support and incentivize key policy milestones through selective use of Performance-Based Conditions (PBCs). A more detailed description of the components is provided in Annex 2.

Component 1: Skills for Life and Labor Market Success (\$25 Million)

23. The first component responds to gaps in access to essential skills – including basic literacy and numeracy skills, skills for income generation, and cross-cutting life skills – for girls and women. The component takes an integrated approach to addressing the most essential skills gaps that prevent girls and women from advancing in education and engaging in income-generating activities. It addresses supply-side constraints in policy and service delivery, using different delivery methods as appropriate to the diverse regions of the country, and key demand-side constraints. While the component is expected to benefit girls and women primarily, its beneficiaries may in some target districts include disadvantaged boys and men. The component will be led by the federal MoECHE’s Department of TVET and NFE, in close collaboration with their equivalents at the FMS level and in Somaliland and the Ministry of Labor.

24. Subcomponent 1.1 will finance system strengthening in second chance education and skills training. This subcomponent will support a process of review, harmonization, and strengthening of the existing patchwork of second-chance curricula, in alignment with the national curriculum framework and in consultation with FMS ministries of education. This process will integrate additional knowledge oriented towards adolescent girls such as sexual and reproductive health and digital skills. In addition, the subcomponent will, by means of a Performance-Based Condition (see Annex 2), promote development of a more data-driven training system that is well integrated with the rest of the education system. These include collection of data on the labor market outcomes of skills programs graduates through a tracer study; the approval of a qualifications framework that fully integrates both second chance and skills training into educational progressions; and the adoption of a management information system for the skills sector.

25. Subcomponent 1.2 will finance larger-scale delivery of second chance education and skills training in targeted districts. These districts will be identified during preparation based on geographic balance across FMSes, existing approaches on which to build, complementary demand-side interventions, and need. Based on these assessments in each district, the project would support a combination of non-formal second-chance programs focused on functional literacy and numeracy and sector-specific skills training, recognizing that many beneficiaries will need more than one type of offering to achieve greater economic opportunities. To manage fragility risks and adapt to the diversity of contexts within Somalia, the project would take a flexible approach to delivery mechanisms, which will include contracting NGOs that can provide a range of services and using schools and public or private TVET centers where they exist. As appropriate, programs may be delivered using existing school infrastructure during afternoons and weekends (i.e., outside of regular school hours); community learning centers; and/or alternative service delivery models, including mobile education and other interactive instruction approaches such as radio. The project will finance rapid pilots beginning in the first year of implementation and scale-up of successful models beginning in the second year, building toward a hub-and-spoke model of implementation which could be replicated in sectors not served by the project.



26. **Skills training will focus on a limited number of sectors linked to labor-market needs and/or self-employment opportunities.** The selection of targeted skills sectors will be guided by recent labor market surveys and consultations with employers and sectoral associations. There would also be priority for scaling up existing and successful, but underfinanced, programs. Initial priority sectors include: (i) agriculture, given the imbalance between its share of the labor force and of enrollment in skills training programs and the urgent need for climate adaptation skills in the face of Somalia’s exposure to climate change; (ii) childcare, based on the critical childcare constraints for women in employment and education and the potential for job creation and small business ownership within the childcare sector; (iii) hair and beauty, an existing opportunity sector which was identified in consultations and lacks development partner support; and (iv) renewable energy, building on successful pilot project experience, sector growth opportunities, and links to climate resilience. As with the second chance programs, the skills offerings will include supplementary socio-emotional skills and digital skills, in addition to entrepreneurship skills and linkages to mentoring and business opportunities to facilitate successful self-employment or labor market entry.

27. **The subcomponent will also finance essential demand-side interventions.** These include (i) provision of stipends to reduce costs for the most vulnerable students, especially girls; (ii) provision of childcare services to enhance attendance; and (iii) awareness campaigns and active engagement with community and religious leaders.

Component 2: Higher Education for Women’s Leadership (\$22 Million)

28. **The objective of this component is to help more women acquire the competencies, qualifications, confidence, and networks to advance into postsecondary education and more capably step into leadership roles including in government, politics, public service, business, education, and civil society.** Through this component, the government of Somalia will take the first steps in creating a Women’s College that provides the institutional foundation for women’s pursuit of higher education. During the timeframe of the current project, the College will be launched as a specialized set of programs hosted by an existing institution, such as the Somali National University, and could be further established and funded in subsequent projects or with the support of additional partners including from the private sector. Component 2 will also help government build the strategy and policy framework to support, sustain, and grow pathways for Somali women to engage in and benefit from higher education and leadership support.

29. **Subcomponent 2.1 will promote the development of a robust system for collection and utilization of data on gender and the subsequent development of strategic policies and plans to improve the experience of women—students, academic and administrative staff, and leaders—across the Somali higher education system.** This data collection will capture information on the experience of women in the existing higher education sector in Somalia, to develop a source of reliable evidence to underpin effective strategic interventions that support improve outcomes for women through higher education. This will be accomplished utilizing a PBC (see Annex I), which would incentivize key milestones including: (i) the development (or adaptation of an existing) education management and information system (EMIS), which would provide a centralized source for collecting and accessing data on the experience of females in the tertiary education system in Somalia and (ii) the development of a national strategy on gender in higher education for Somalia, which would establish a set duration for the implementation of key activities designed to improve the experience and outcomes of women in Somali higher education.

30. **Subcomponent 2.2 will finance an autonomous or semi-autonomous Women’s College for Leadership, chartered to provide a unique learning environment for a select sub-set of women in Somalia to develop the high-level skills needed to serve as future leaders in politics, public service, business, education, and civil society.** This college will serve two key strategic goals identified by the Government of Somalia as of national importance: (i) increasing the number of women with the high-level skills needed to serve at the highest levels of leadership in Somalia, including in the



Parliament, where there is a national target already set to reach and maintain 30 percent female representation by the next parliamentary election cycle; and (ii) expanding opportunities for women to hone the academic learning and research skills needed to proceed through increasingly advanced levels of post-secondary education, including through Master’s and Doctoral level studies, particularly in science, technology, engineering and math (STEM) fields. The College could be independent of any umbrella university or may be established as a subsidiary College within an existing public university; a major initial activity of this component would be an inception report outlining the benefits of the various options for the College, to inform the design and implementation plan for the institution. The remaining activities would include development of charter design plans for the institution, including infrastructure and facilities, curriculum, staffing, budgeting, and enrollment plans; legal establishment of the institution; implementation of the charter plans to create the conditions that establish the College for operations; and opening the institution to begin enrolling students.

Component 3: Project Management (\$3 Million)

31. **This component will support project implementation by strengthening the management capacity of FGS MoECHE staff as well as state, regional and district level education administrators.** Financing to be provided under this component will support staffing of key project staff at FGS and FMS level, capacity building and training activities, operating costs for project management, monitoring, and training programs, office equipment and furniture for project staff. It will also finance technical assistance on a comprehensive approach to gender-based violence (GBV) prevention, risk mitigation and response, including training, implementation of teacher and instructor codes of conduct and disciplinary procedures, and confidential and survivor-centric reporting and support mechanisms. This approach will build on the resources, mechanisms, and lessons learned from GBV prevention and mitigation activities of the Somalia Education for Human Capital Development Project. This component will also support consultancy services to undertake pilot studies, qualitative evaluations, and/or impact evaluations on the innovative activities developed under components 1 and 2.

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Screening of Environmental and Social Risks and Impacts

32. **As elaborated in the Concept Stage Environmental and Social Review Summary (ESRS), both social and environmental risks are rated as Substantial.** There are substantial environmental risks that may arise from proposed construction activities under Component 2, including the construction and operation of the College of Leadership for Women. These include noise pollution, soil erosion, waste and wastewater management, loss of vegetation, e-waste, as well as possible occupational health and fire safety risks. Congregating large numbers of persons may increase transmission risk for the virus that causes COVID-19. The project is likely to be implemented by under-strength construction companies who have unknown capacities for E&S implementation, and lack of regulations for Environmental and Social Impact Assessments (ESIAs) and Occupational Health and Safety (OHS) requirements. The capacity for environmental governance at the Ministry of Education is weak presently. Social risks revolve around issues related to inward migration, labour influx and possible use of child labor. Other social risks foreseen include possible elite capture of project benefits, human trafficking, exclusion and access to beneficiaries for effective consultations and grievance redress.



While the College of Leadership for Women is expected to consist of infrastructure rehabilitation rather than new construction, in the event that this changes and new construction is required there would be additional social risks related to land acquisition and involuntary resettlement. The risk of sexual exploitation and abuse, sexual harassment, and other forms of gender-based violence (GBV) is rated as Substantial. The risk of violence or assault may also increase while travelling long distances to reach the college and other possible centers of service under the project. Other factors such as unequal gender and power relations can exacerbate the risks of GBV, especially where unethical academic administrators, teachers or facilitators take advantage of their positions and sexually exploit students as well as the potential of sexual harassment for female teachers.

E. Implementation

Institutional and Implementation Arrangements

33. The project will be jointly implemented by the Federal Ministry of Education, Culture and Higher Education, FMS, and Somaliland Ministries of Education. The federal MoECHE and FMS (Galmudug, HirShabelle, Jubbaland, Puntland and South West) and the Banaadir Regional Authority recently finalized and signed a new collaboration framework (MoU) to support overall sector improvements. The Federal MoECHE will be responsible for policy development, standard setting and monitoring and states are mandated to implement education programs and policies. For this project, Federal MoECHE will be responsible for the oversight and coordination of all project activities and overall reporting on project progress and performance. FMS will be responsible for the service delivery in their respective jurisdictions. Regional, District Education and Community Education Committees (CECs) will also play an important role in the delivery of the project activities at the regional, district and facility level. The project implementation arrangements would build on the institutional and implementation arrangements including the Project Steering Committee (PSC) and Project Management Committees (PMC) used for the recently approved Somalia Education for Human Capital Development Project (P172434) and propose new ones where applicable. The PSC will be chaired by the FGS Minister of MoECHE and will provide overall project leadership. The PMC headed by the Federal Director General (DG) and including DGs from participating FMS will provide technical leadership for project implementation.

34. Implementing entities involved in the implementation of component 2. The Somali National University (SNU) established in 1954 and obtained official university status in 1969 and the only functioning public university with existing infrastructures would be considered to host the proposed Women’s College of Leadership supported by the project. To ensure sustainability, the project will further explore public-private partnerships opportunities in the management and financing of Somalia Women’s College.

CONTACT POINT

World Bank

Shawn Michael Powers, Amanda Epstein Devercelli
Senior Economist

Borrower/Client/Recipient



Ministry of Finance, Federal Republic of Somalia
Abdirahman Duale Beileh
Minister of Finance
abdirahmanbeileh010114@gmail.com

Implementing Agencies

Ministry of Education, Culture and Higher Education, Federal Republic of Somalia
H.E. Abdullahi Abukar Haji
Minister
minister@moe.gov.so

Mohamed Abbi Hassan
Director General
dg@moe.gov.so

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>

APPROVAL

Task Team Leader(s):	Shawn Michael Powers, Amanda Epstein Devercelli
----------------------	---

Approved By

Practice Manager/Manager:		
Country Director:	Kristina Svensson	09-Dec-2021