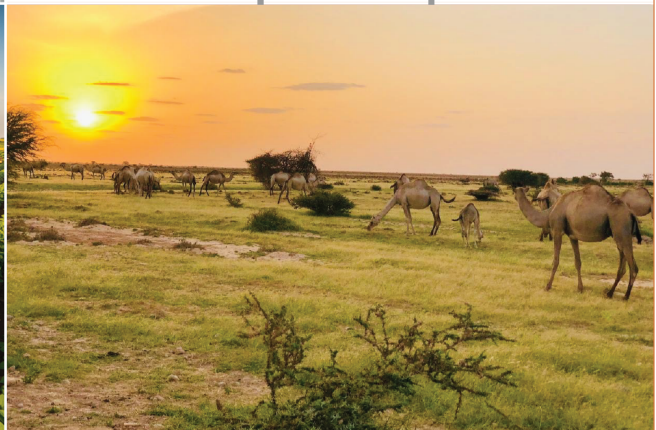
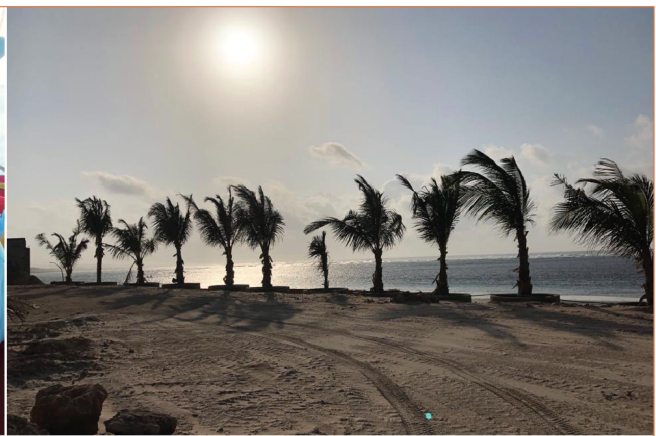


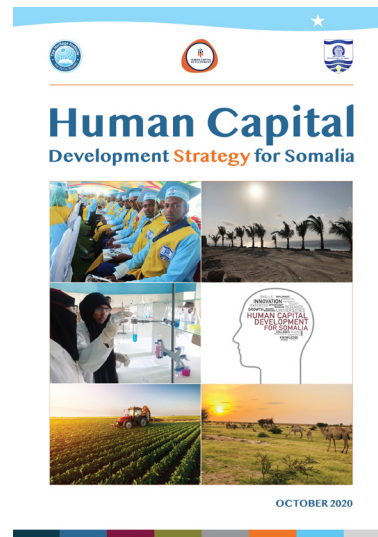
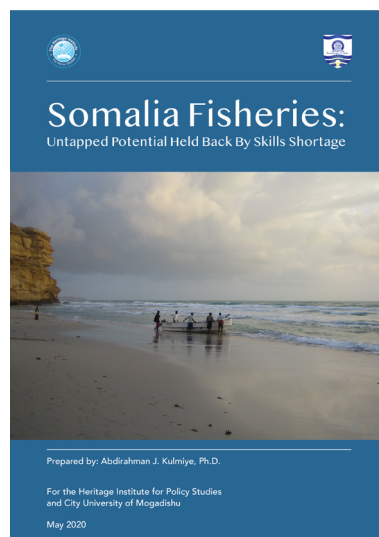
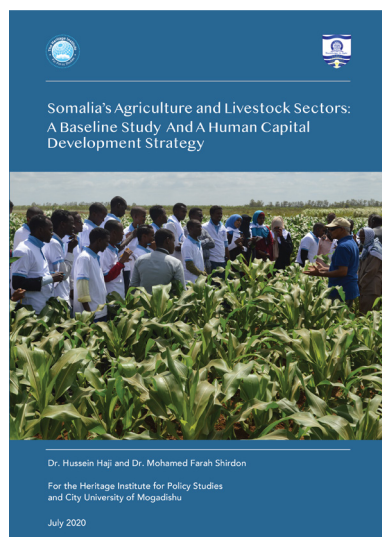
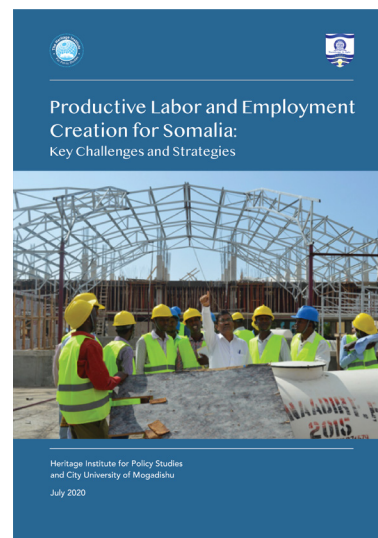
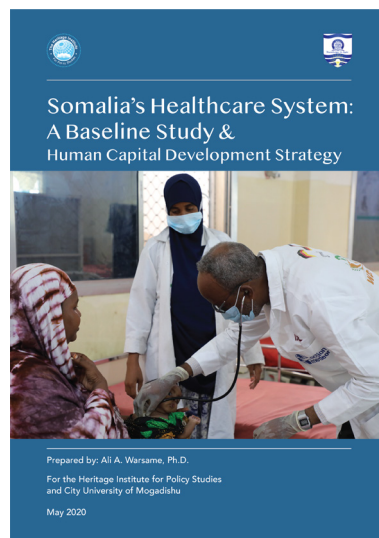


Human Capital

Development **Strategy** for Somalia



OCTOBER 2020



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Foreword

A consortium comprising the Heritage Institute for Policy Studies (HIPS) and City University of Mogadishu, with the support of more than 20 distinguished academics, researchers and consultants undertook a multi-sector human capital development baseline study for Somalia – with a special focus on the health, labor, education, fisheries, livestock and agriculture sectors.

The primary purpose of this initiative was to produce the first-ever comprehensive human capital development strategy (HCDS) for Somalia. We specifically looked at how a skilled and healthy population could emerge as a catalyst in harnessing the country’s abundant natural resources for more sustainable development. We also examined how best to stimulate, advance and synchronize the efforts of human capital development stakeholders, particularly the federal government, the federal member states, educators at all levels and the private sector.

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Over 1000 human capital development stakeholders from both the public and private sectors contributed to this pioneering research work, making it the most authoritative human capital development study and strategy ever produced for Somalia

Over 1000 human capital development stakeholders from both the public and private sectors contributed to this pioneering research work, making it the most authoritative human capital development study and strategy ever produced for Somalia. In fact, after reviewing the preliminary findings of the baseline study, the Federal Ministry of Planning designated human capital development as a national priority.

It would not have been possible to complete this initiative without the considerable support of the federal government and all of the federal member states. The federal Minister of Planning, Gamal Hassan, and the then Minister of Labor and Social Services, Salah Jama, played a pivotal role in moving this project forward. Many federal officials helped the project come to fruition, including Minister of Education, Abdullahi Godah Barre, and his predecessor, Abdirahman D. Osman; the Minister of Labor, Sadik Warfa; Vice Minister of Health, Mohamed Said; Finance Minister, Dr. Abdirahman Beileh and his Vice Minister, Dr. Abdullahi Sheikh Ali. Likewise, current and former leaders of the federal member states all supported the human capital development assessments in their respective regions.

A core output of this undertaking is the national human capital development strategy as well as sector specific interventions available at HIPS website or this dedicated website, www.humancapital.so. The strategy identified key recommendations including the harmonization of the efforts of the human capital development stakeholders, the establishment of a National Qualifications Framework (NQF) and the adaptation of national values and mind-set conducive to Technical and Vocational Educational and Training (TVET) and productive sector development.

This research exercise was not only immensely educational but also humbling. The baseline studies laid bare the enormous developmental challenges Somalia faces. As part of the leadership of Somalia’s higher education and research institution, we assumed we knew the depth and breadth of the country’s human capital challenges. However, the findings convinced us that we had a great deal to learn. We are, therefore, confident relevant stakeholders who read these baseline studies and this accompanying strategy will agree that the implementation of the strategic interventions outlined in this document should become a national priority.

Prof. Abdullahi Barise
President,
City University of Mogadishu

Abdirashid Hashi
Executive Director
Heritage Institute for Policy Study (HIPS)

Acknowledgements

We are profoundly grateful to the over 1000 Somali individuals we consulted in the production of the six baseline studies that accompany this national human capital development strategy (HCDS), without whose participation and support this research would not have been possible.

This initiative benefited from the support, guidance and contributions of six key federal ministries and their leaders: Minister of Planning, Investment and Economic Development, Ambassador Gamal Hassan, and his team; the former Minister of Labor and Social Affairs Salah Jama (currently Constitution Minister) and the former Labor and Social Affairs Minister, Sadik Warfa, and his team; the former Minister of Education Abdirahman Dahir Osman and his team; the Minister of Health Dr. Fawziya Abikar and Vice Minister Mohamed Said and their team. We are thankful to the ministry of Education leadership: Minister Abdullahi Godah Barre, State Minister Abdirahman Mohamud Abdulle (Jabir), Vice Minister Faysal Omar Guled, Director General Ahmed Yusuf, Director of Planning and Budget Khadija Abdullahi Jimale, Director of TVET Abdiaziz Nor Mohamed and senior advisors Ibrahim Ahmed Mohamed and Dr. Abdullahi A. Omar. Special thanks also goes to the Federal Vice Minister of Finance, Dr. Abdullahi Sheikh Ali “Qaloocow” for his support of the consortium’s work as well as his participation in the Human Capital Development Multi-stakeholder Forum held in Mogadishu on 29 April 2019.

We also extend our appreciation to all former and current Federal Member State presidents who supported and facilitated access for human capital development field research in their respective states. These include the current Southeast State President Abdiaziz Hassan Mohamed Laftagren and the former President Sharif Hassan Sheikh Adan; the President of Puntland Said Abdullahi Deni and the former President Dr. Abdiweli Ali Gaas; the President of Jubaland Ahmed Mohamed Islan; the President of Hirshabelle Mohamed Abdi Waare and the Deputy President Ali Abdullahi Guudlaawe; and the former head of the Galmudug cabinet Sheikh Shakir Ali Hassan. President Abdiweli Gaas of Puntland was gracious enough to invite consortium researchers to address his cabinet on the importance of human capital development.

We are profoundly grateful to senior ministers who attended the HIPS Annual Forum for Ideas (AFI 2019) held in Djibouti in December 2019 where human capital development was the main theme. The Minister of Foreign Affairs, Ambassador Ahmed Ise Awad, and the Minister of Finance, Abdirahman Duale Beileh, served as keynote speakers. We are also thankful to the Ministers of Constitution and Education Salah Jama and Abullahi Godah Barre for their endorsement of the human capital development initiative.

We are thankful to all the senior officials at the Planning, Investment and Economic Development ministry led by Permanent Secretary Abdikadir Adan. We are also grateful to the planning ministers of the Federal Member States, particularly former Jubaland Minister of Planning Adam Ibrahim Aw-Hirsi; the Southwest Minister of Planning Ahmed Madoobe Nunow; the Puntland Minister of Planning Shire Haji Farah; the Hirshabelle Deputy Minister of Planning Abdihamid Mohamed Ali; and the Galmudug Minister of Planning Abdikafi Mohamud.

Ministers from the regional education, labor, health and women's affairs ministries helped with the research and participated in the multi-stakeholder forum in Mogadishu. We are thankful to Jubaland Minister of Health Mursal Mohamed Khalif; Galmudug Education Minister Ahmed Deeq Falko; Jubaland Education Minister, the late Mohamed Ibrahim Mohamud; Southwest Education Minister Abdirahman Osman; Hirshabelle Deputy Minister of Education Moumin Tourre Abdullahi; former Southwest Minister of Education and current Minister of Interior Mohamed Abokar; and former Southwest Minister of Interior Mohamednor Madowe Nunow.

Special thanks go to Federal Member State ministers who participated in our inaugural multi-stakeholder forum in Mogadishu: Jubaland Minister of Education (the late) Sheikh Mohamed Ibrahim; the Hirshabelle Deputy Minister of Women and Human Rights, Halima Ali Said; the Southwest Minister of Labor Faisal Abdullahi Ibrahim; the Hirshabelle State House Minister Abdullahi Mohamed Addow; the Hirshabelle Deputy Labor Minister Abdikarim Mohamed Dirie; the Southwest Vice Minister of Women Shamso Mohamed Yarow; and the Puntland Vice Minister of Health Abdinasir Haji Yusuf. We are also grateful to the Jubaland Minister of Women Qamar Deeq Haji Khalif, whom we interviewed in Kismayo and the former Puntland Vice Minister of Women's Affairs Maryan Ahmed Ali.

Representatives of Somalia's civil society, private sector and academia were instrumental to our data collection. We are grateful to Hormud Group CEO Ahmed Mohamud Yusuf (Ahmed-Saudi) for an extended discussion on job creation and challenges facing the private sector. Chambers of commerce at both the national and regional levels were also supportive of our efforts and we express our appreciation to the Vice President of the Somali Chamber of Commerce Abdirashid Ainanshe; Chairperson of the Puntland Chamber of Commerce Mohamed Aided; Chairman of the Southwest Chamber of Commerce Haji Ahmed Isak; Chairperson of the Hirshabelle Chamber of Commerce Xaliima Fiidow; and Deputy Chair of the Jubaland Chamber of Commerce Mohamed Sharif.

We also are grateful for the support of our academic partners, particularly those from universities in Mogadishu, Kismayo, Baidoa and Garowe. These included Abdulkadir Hikam, the former President of Kismayo University; Mohamed Haji Hussein, the President of the University of Southern Somalia, Baidoa; and our colleagues at Puntland State University (PSU), East Africa University, Mogadishu University, City University of Mogadishu and Banadir University. We would also like to thank the leaders of Mogadishu's education umbrella organizations particularly Professor Abdulkadir Hassan Ahmed (Kadle) for providing invaluable inputs throughout workshop discussions, secondary data collection and validations.

Representatives and advocates for people with special needs also played an important role in this research project. We are thankful to: Mohamed Harun Mohamoud, who was a consultant for the consortium and has written extensively on disability issues; prominent disability issues activist Abdirahman Mohamed Farah (Lunge); and Ahmed Mohamed, the Special Needs Director of the Galmudug Ministry of Education who offered valuable insights and contributions to this study.

The project was both conceived and funded by the Somalia Stability Fund (SSF) and would not have been possible without the support and leadership of the entire SSF team, particularly investment managers Ibrahim Abdi and Fatuma Abdullahi and SSF team leader Vishalini Lawrence. We are also thankful to SSF consultant and human capital development expert Lee Sorensen who supported the consortium in every stage of the development of the baseline study. Lee authored the rationale section of the HCD that focused on global benchmarks and lessons learned from other contexts.

We are very thankful to our HIPS' core funders SIDA (Sweden) and SDC (Switzerland) without whose support the institute would not have been able to contribute to the transformation of the policy environment in Somalia.

Special gratitude also goes to the government of Djibouti, especially H.E. President Ismail Omar Guelleh, who sponsored the 2019 Annual Forum for Ideas where human capital development was the key theme and preliminary results of the baseline studies were presented.

Last but not least, we extend our heartfelt gratitude to all the HIPS and City University of Mogadishu researchers, academics and support staff whose dedication and service was instrumental to the completion of this project.

Abdulkareem H. Jama
Vice President and Provost
City University of Mogadishu
HCD Project Director

Professor Abdi Mohamed Kusow
Iowa State University and Senior
HIPS Research Methodology Fellow

Executive Summary

This report is the result of a two-year collaborative project aimed at assessing the state of human capital development in Somalia and creating an inclusive, indigenous and sustainable national human capital development strategy.



A consortium comprising the Heritage Institute for Policy Studies (HIPS) and City University of Mogadishu (CU) produced five baseline studies and developed strategies to improve the state of human capital development in the country

A consortium comprising the Heritage Institute for Policy Studies (HIPS) and City University of Mogadishu (CU) produced five baseline studies (education, health, labour, agriculture/livestock and fisheries) and developed strategies to improve the state of human capital development in the country. Key ministries of the Federal Government of Somalia (FGS) and the Federal Member States (FMS) assisted us by granting our researchers unfettered access to their data, particularly the ministries of planning, labor, education and health. Other national and regional government entities, education sector stakeholders, major employers and chambers of commerce at the FGS and FMS level also supported the research by providing data and participating in interviews and focus group discussions.

Research objectives

The research sought to accomplish the following four key objectives:

- (a) Conduct comprehensive baseline studies on education, labor, health, and productive sectors (agriculture, fisheries and livestock)
- (b) Develop a Somali-led national human capital development strategy
- (c) Propose ways to synchronize the efforts of human capital stakeholders to ensure the success of the human capital development strategy
- (d) Secure endorsement and support from key stakeholders for the development of a human capital strategy, its inclusion in the National Development Plan (NDP-9), and the adoption of human capital development as a national priority.

Guiding Principles of the Research

The last 20 years have been characterized by slow but steady recovery and a modest reconstitution of state institutions, including the adoption of a contested and unsettled federal governance structure. There is much to be optimistic about Somalia's recovery despite the protracted instability. This human capital development strategy is anchored on Somalia's fragile realities and its success hinges upon the ushering in of a conducive enabling environment. The human capital development strategy aims to provide a framework to transform the knowledge and skills of the Somali workforce and help to develop an empowered and healthy Somali population with the necessary skills and attitudes for productive sector driven and sustainable economic development.

Human Capital Development Core Values

Inclusive and Equitable Human Capital: The human capital development strategy aspires towards ensuring equity in education and employment opportunities for all Somalis regardless of their geographical location (urban or rural), gender or socioeconomic status.

Quality and Excellence: The strategy aims to provide quality education and training in all fields with results that can be measured through national qualifications standards to ensure quality and competitiveness.

Relevance: The HCD strategy urges relevant stakeholders to prioritize education and training programs that are responsive to labor market needs, productive --sector growth, and the overall economic development of the country.

“Somalinimo”: The HCD strategy should be anchored on a shared and inclusive national identity, strong moral values, equity and civic pride in pursuing the nation's development goals.

“
The HCD strategy urges relevant stakeholders to prioritize education and training programs that are responsive to labor market needs, productive sector growth, and the overall economic development of the country.

Research Design

The data collection phase included quantitative surveys and qualitative data collection including key informant interviews, focus group discussions, expert forums and direct observation. The research process was divided into three phases: 1) secondary data collection, 2) primary data collection and 3) multi-stakeholder workshops.

In the secondary data collection phase, a team of researchers systematically reviewed policy documents, reports and data on issues pertaining to educational enrolment, labor dynamics, health indicators, agriculture, livestock, fisheries, infrastructure and skills training gaps. The primary data collection and multi-stakeholder workshops - held across the country between July 2018 and November 2019 - included 190 key informant interviews, 80 focus group discussions and six expert workshops, totaling 1,000 participants.

Definition of Human Capital

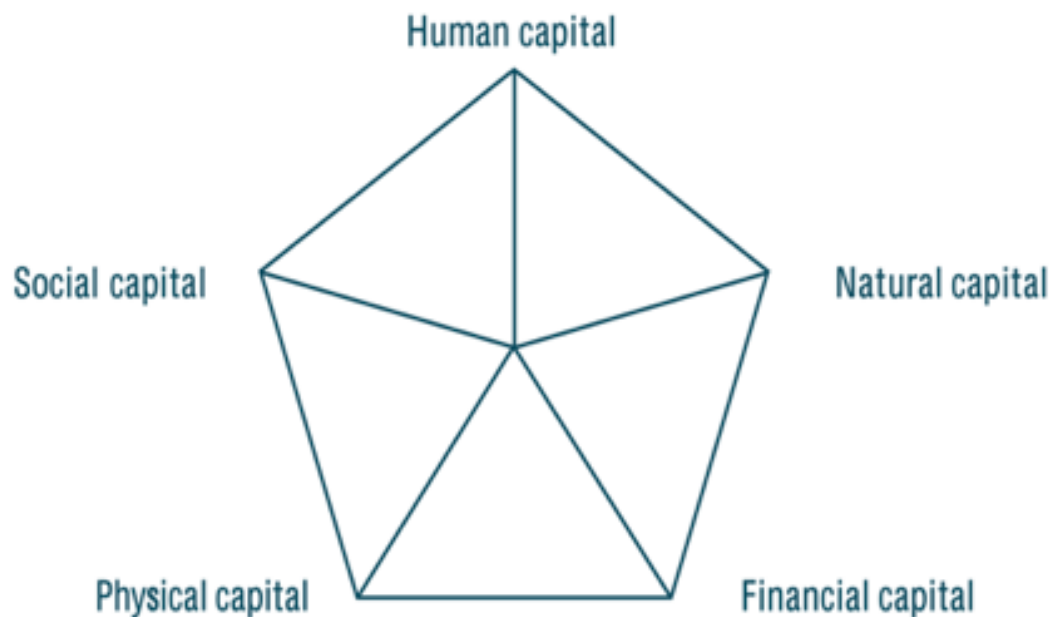


Human capital is a broad concept that includes not only education and training but also many other aspects of human development such as the health of the population and their talents, habits and attitudes towards work

Human capital is a broad concept that includes not only education and training but also many other aspects of human development such as the health of the population and their talents, habits and attitudes towards work. According to the World Economic Forum' 2016 Human Capital Report, 'A nation's human capital endowment - the knowledge and skills embodied in individuals that enable them to create economic value - can be a more important determinant of its long-term success than virtually any other resource.'

Human capital is one of the five core capitals described in the UK Department for International Development (DFID) Sustainable Livelihoods Framework:

1. Human capital- the amount and quality of knowledge and labor available in a household
2. Natural capital- the quality and quantity of natural resources, ranging from fisheries to air quality
3. Financial capital- savings and regular inflows of money
4. Physical capital- the infrastructure, tools and equipment used to increase productivity
5. Social capital- social resources including networks for cooperation, mutual trust and support



Key Baseline Findings

Education

Education is one of the most important determinants of an individual's productivity and future success, and is also a key driver of economic development. High illiteracy, low school enrolment and a low quality education systems all have serious implications for the development of the education sector.

The study findings include:

- National education data indicates that nearly half of the Somali population cannot read or write, which makes Somalia one of the world's least literate countries. **Literacy** is essential for social and economic development and is the gateway to human capital development.
- In 2019, the gross enrolment rate in primary education was approximately 32.7%, meaning that roughly 67% of the country's school-age population were out of school. The gross **enrolment** rate in secondary education was even lower at 18.4%. A relatively small number of students (13,071) are currently enrolled in TVET programs.
- Overall, the country's education system continues to be of poor **quality**, hampered by lack of qualified **teachers**, resources and the absence of demand-driven **curricula** and substandard infrastructure.



National education data indicates that nearly half of the Somali population cannot read or write, which makes Somalia one of the world's least literate countries

Health

Somalia has some of the lowest health and well-being indicators in the world, with women and children most affected. The findings of this study show that healthcare services in Somalia are appalling, and the healthcare workforce lacks the skills, knowledge, medical equipments and instruments and the necessary resources to do their jobs.

“
To achieve
universal healthcare,
the country needs
to recruit 97,700
physicians, nurses
and midwives
by 2030

Other findings include:

- Scarcity of all health workers, particularly mid-level professionals and physicians. The total number of healthcare professionals operating in Somalia in 2019 (excluding Somaliland) was around 9,566, an improvement from 4,122 reported by the World Health Organization in 2016. To achieve universal healthcare, the country needs to recruit 97,700 physicians, nurses and midwives by 2030.
- Training institutions are substandard and unregulated. There is an absence of adequate government oversight for the health workforce and there are few health professional training institutions in the face of a rapid population increase.
- Health care services, both public and private, are ill equipped to meet the primary health service needs of the majority of the Somali population. In 2019, there were 661 operational public health facilities in the five federal member states and the Banadir region (305 in Puntland; 29 in Southwest; 92 in Galmudug; 93 in Jubbaland; 81 in Hirshabelle; 61 in Banadir). Patients often travel long distances to seek medical care in urban centers through private hospitals, clinics and pharmacies.
- There are few regulations or accreditation processes to ensure health workforce training institutions meet quality standards, despite the government's recent initiatives to establish an accreditation system. Somalia lacks a National Health Professional Council, a commonly agreed nationwide health policy, or a national health regulatory framework. The current lack of coordination mechanisms (both at the federal and member state level) make responding to health threats even more difficult.

Labor

The report identifies skills mismatch, limited training and lack of job opportunities, and the absence of merit-based recruitment practices. Women in particular face employment barriers due to a lack of education and skills development opportunities for girls as well as cultural impediments. Insecurity is a further hindrance to job creation and investment.



Somalia's youth unemployment is as high as 75% and poverty is persistently high. High youth unemployment and poverty leads to both irregular and dangerous migration and is a source of radicalization

Somalia's youth unemployment is as high as 75% and poverty is persistently high. High youth unemployment and poverty leads to both irregular and dangerous migration and is a source of radicalization.

- Inadequate investment in the private and government sectors, hard skills mismatch, the absence of soft skills and biased attitudes towards some jobs are the main reasons for youth unemployment.
- The study also found that employment or educational opportunities are nearly nonexistent for people with disabilities (PWDs) due to attitudinal, environmental and institutional barriers, leaving them at the very bottom of the economic ladder.

Agriculture and Livestock

Despite having three times more livestock than people and an abundance of rich farmlands and rivers, 80% of Somalis live on or below the poverty line and half of the population relies on humanitarian aid to survive. Major constraints in the agriculture and livestock sectors include skills gaps, limited use of technology and lack of access to markets.

Other findings include:

- Chronic underdevelopment that requires significant attention to animal health, critical infrastructure, value chain development and market expansion.
- Women play a prominent role in the agriculture sector through crop planting, weeding, threshing, cultivation, winnowing and marketing of agriculture commodities. However, over 80% of students and as well as Agriculture Ministry employees and university lecturers are male. Out of the 185 staff at the agriculture/animal science universities, only 3.8% are female. Female enrolment in agriculture and veterinary sciences is also low (14%). Out of 176 employees working for FGS and FMS ministries of agriculture and livestock, only 11% are female.



Despite having three times more livestock than people and an abundance of rich farmlands and rivers, 80% of Somalis live on or below the poverty line and half of the population relies on humanitarian aid to survive

-
- Federal and state ministries reported that majority of the students graduating from university are not proficient to work in their field. The study also found chronic and pervasive deficiencies in applied technology-enabled agriculture and animal husbandry in higher education.
 - Poor environmental management practices have led to natural resource degradation in many areas. The absence of effective resource conservation, ineffective law enforcement, the deteriorating role of traditional institutions, poor soil and water conservation practices, the inappropriate use of chemical fertilizers and pesticides and natural shocks including climate change, drought and flooding have significantly impacted on the process of agricultural and livestock development.

Fisheries

- The fisheries sector remains underdeveloped, under-valued and small-scale, based mainly on artisanal production which contributes a mere two percent to the national GDP, and support about 400,000 people.
- With a large (1,200,000 km²) exclusive economic zone (EEZ), inshore productive ecosystems and an offshore upwelling system, Somalia's estimated fishery production potential is over 800,000 tons per year and has the potential to be one of the largest and most profitable fisheries in the world if fully developed. Meanwhile, recent estimates put Somalia's current annual fish landings at merely 125,000 tons per year.
- The study found that an acute shortage of skilled manpower, limited investment, unsustainable exploitation of resources, and an industrial sub-sector dominated by illegal, unreported and unregulated (IUU) fishing costs the country hundreds of millions of dollars each year in lost revenue.



Somalia's estimated fishery production potential is over 800,000 tons per year and has the potential to be one of the largest and most profitable fisheries in the world if fully developed

Other challenges facing the sector include:



Between 800 and 1,000 vessels were actively engaged in illegal unreported unregulated fishing operations in the Somali EEZ at any given time during the 1990s and 2000s, costing the country more than \$300 million each year in lost revenue from stolen fish

- Poor infrastructure, inadequate cold chain facilities and onshore support services, limited access to international markets, lack of reliable data and nationwide data collection systems, lack of monitoring, control and surveillance capability, the absence of sector-oriented policies and strategies, and weak institutional and legal frameworks.
- Between 800 and 1,000 vessels were actively engaged in illegal, unreported, and unregulated fishing operations in the Somali EEZ at any given time during the 1990s and 2000s, costing the country more than \$300 million each year in lost revenue from stolen fish. More recently, the foreign catch was estimated to be in the region of 132,000 tons in 2013, accounting for 56% of total catches taken in Somalia's EEZ.
- A total of seven institutions of higher learning, comprising six universities and one diploma-awarding technical institute, currently provide maritime and fisheries education. A total of 352 students are currently enrolled in the 10 academic programs. They comprise 333 males and 19 females. Out of 119 students who graduated from local institutions, only eight are female. Thirty-four out of the 35 lecturers are male.

Highlights of Human Capital Development Strategy

Our study found that the creation of an enabling environment is key to advancing sustainable human capital development mechanisms in Somalia. Political stability, security, sufficient electric power and an appropriate regulatory environment are all key to sustainable human capital development.

There are two types of strategies: the first is cross-cutting, applicable to all productive sectors and national in nature. The second is sector-specific and its constraints and strategic interventions are presented in each of the sector based baseline reports.

Crosscutting strategies include the following:

Establish a National Qualifications Framework (NQF): The current Somali education and training framework lacks any systematic or measurable national qualification criteria and benchmarks that certify qualifications and competencies. The FGS should create a national qualifications authority that will be responsible for the development of nationwide standards for skills and competencies.



The FGS should create a national qualifications authority that will be responsible for the development of nationwide standards for skills and competencies

Develop demand-driven skills: The Somali workforce's limited practical knowledge and skills across multiple economic sectors requires the prioritization of skills development by both technical and vocational education and training (TVET) centers and universities, backed by data establishing the actual demands of the labor market. Since the productive sectors and the service industry form the backbone of the economy and provide employment, effective practical training should be prioritized to produce a labor force equipped with the skill sets required in the competitive marketplace. Skills that address clear deficiencies in agribusiness, livestock and fisheries value chains, renewable energy, health services, educational services, hospitality, telecommunications, construction, travel and banking and finance should be a national priority.

Ensure data-driven human capital development: Development initiatives in Somalia has been characterized by haphazard policies often designed in the absence of reliable data on the actual demands of the labor market. Without such data, students are left to their own devices with regard to their educational or vocational training choices, and many industries are plagued by poorly skilled workers. To move away from the current trial-and-error approach to decision making, there should be an all-encompassing national effort by both the private and public sectors to adopt a systematic data collection and dissemination strategy, which will facilitate data-driven policy and decision-making processes.

Improve academic success and future employment prospects through proper training in the language of instruction especially when it is English: Require the development of English language training centers as part of, or adjunct to, the academic institutions in order to increase the student's competitiveness. Require all local universities to provide - during the first year of the study - an advanced, standardized and internationally accepted English language proficiency (TOEFL, IELTS) test or equivalent.



Current practice where each new Prime Minister haphazardly creates ministries should be replaced permanently by legally-instituted and functionally viable permanent government institutions

Introduce national internship programs: To equip graduating students with technical skills, a national internship program should be instituted in which each graduating student is paired with a public or private sector employer for a period of time sufficient to acquire practical and applied skills necessary to secure employment.

National institutional reform: Reform FGS, FMS, and other government institutions so that they are efficiency-driven, appropriately focused, and aligned and responsive to the federal constitutional character and human capital development needs of the country. Current practice where each new Prime Minister haphazardly creates ministries should be replaced permanently by legally-instituted and functionally-viable permanent government institutions that serve citizens' needs with an eye on the long term development priorities.

Change the cultural mindset: Critical segments of Somali society have traditionally shunned certain occupations as undignified. A mindset that discourages certain vocations is an obstacle to sustainable development. It is imperative that the FGS, FMS and educational and business leaders collectively develop a national strategy that emphasizes dignity is built on honest work and self-reliance.

Establish core national values: Thirty years of state collapse have eroded civics and citizenship rights and responsibilities. The study finds that there is a need for systematic educational approaches that help citizens better understand their civic duties, inculcates a shared national identity and promotes strong moral values and civic pride.

Harmonize human capital development stakeholders efforts: A representative national stakeholder forum should be established to implement these national human capital development strategies and ensure their sustainability. The stakeholder forum should serve as a collaborative platform and include representatives from national and federal member state governments, civil society, the business community and educational institutions.

Profile of the human capital development researchers and contributors

The following academics, researchers and managers are responsible for the completion of the human capital development project. Some wrote specific chapters of the baseline studies, others contributed to a chapter or a section while some accorded their expertise to different aspects of the project – from research design to copyediting. HIPS and City University of Mogadishu are forever grateful to all our team.

Professor Abdullahi A. Barise, MSW, PhD

President, City University of Mogadishu

Abdullahi played a lead role in the overall design and development of the human capital development project as a whole and contributed significantly to the design and development of the education chapter as well as the presentations and workshops for stakeholders.

Abdirashid Hashi

Executive Director of Heritage Institute for Policy Studies (HIPS)

As the Executive Director of HIPS and the lead organization of the project, Abdirashid played a key role in the overall research design as well as the coordination of the project. He also helped build partnerships with all levels of government and contributed to quality assurance and relations with funders. Abdirashid also extensively contributed to the development of the national human capital development strategy.

Abdulkareem H. Jama

Executive Vice President and Provost, City University of Mogadishu

Abdulkareem led the human capital development project team and played a key role in the overall coordination of the project, particularly in government relations with both the Federal Government and the Federal Member States. He has also played a key role in quality assurance, liaising with the funder as well as the preparation of the final report. Abdulkareem extensively contributed to the development of the national human capital development strategy.

Professor Abdi Mohamed Kusow, MUP, PhD

*Professor of Sociology at Iowa State University
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Mursal played a key role in the research coordination, resource mobilization, management and design of the Annual Forum for Ideas (AFI) as well as building partnerships with all levels of governments;

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Senior HIPS Researcher and Project Coordinator

Uweis, a PhD candidate in human capital development, was responsible for the coordination of the overall project activities. He is the lead author of the labor chapter, co-author of the education chapter and extensively contributed to the development of the national human capital development strategy.

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Abdirizak co-authored the education chapter and contributed to the labor chapter.

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Ayan coordinated program management, funder relations and contributed to the labor chapter.

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Lisa is a UK-based freelance journalist and editor. She copy-edited and proofread the baseline studies and all other written material produced by the researchers and HIPS staff throughout the project.

Deka Abdulahi Moalim

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Deka oversaw the smooth operation of the project in terms of resource allocation and finance.

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Muhudin provided administrative, finance and logistical support for the HCDM project.

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Anisa led overall design of the baseline studies and the strategy document and contributed to the development of the dedicated human capital development website.

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Hussein played a lead role in the dissemination of the human capital development strategy and its multimedia presentation.

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Mohamed played important role in data collection and transcription.



Introduction

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Improving a person’s knowledge and skills can provide their access to livelihoods and give them an opportunity to meaningfully contribute to society and find meaning and identity

Human capital is a key factor for growth, development and competitiveness. Improving a person’s knowledge and skills can provide their access to livelihoods and give them an opportunity to meaningfully contribute to society and find meaning and identity. At the national level, equality of opportunity in education and employment contributes to economic development and positive social and political outcomes.

In 2018, then-World Bank President Jim Yong Kim wrote: “Governments in pursuit of economic growth love to invest in physical capital—new roads, beautiful bridges, gleaming airports and other infrastructure. But they are typically far less interested in investing in human capital, which is the sum total of a population’s health, skills, knowledge, experience and habits. That’s a mistake, because neglecting investments in human capital can dramatically weaken a country’s competitiveness in a rapidly changing world, one in which economies need ever-increasing amounts of talent to sustain growth.”¹

¹ Jim Yong Kim, “The Human Capital Gap: Getting Governments to Invest in People,” *Foreign Affairs* (Council on Foreign Relations), 14 June 2018.

The preamble of Pillar 4 (Social Development) of Somalia's Ninth National Development Plan explains that stakeholder consultations and poverty analyses have consistently identified low levels of education and poor access to other basic public services (water, health and sanitation) as leading causes of poverty. Improved economic development through human capital development is one of the eight cross-cutting essentials within Pillar 4. Healthy and educated citizens can become empowered members of the labor force, while increasing economic growth and adequate social protection policies will increase household resilience and reduce the impetus for displacement.²

“Globally it is estimated that 10 to 30 percent of differences in per capita GDP are attributable to differences in human capital

Investing in Somalia's human capital is essential for the country to escape a fragility trap³ of economic exclusion and vulnerability and put it back on the path to prosperity. Forty percent of Somalia's population is aged 6 to 18. This crucial demographic must have the opportunity to acquire the knowledge, health and skills to become productive contributors to the national economy. Globally it is estimated that 10 to 30 percent of differences in per capita GDP are attributable to differences in human capital.⁴

Somalia is blessed with large stocks of natural resources that include the longest coastline in Africa, which remains largely underdeveloped, as well as deposits of petroleum, precious metals and minerals. Furthermore, Somalis are known for their rich history of rearing and trading livestock and agricultural production. Yet, Somalia's largest and most promising asset is the Somalis themselves.

What is human capital?

“Human capital is a broad concept that includes not only education and training but also many other aspects of human development such as a population's health, talents, work habits and attitudes

Human capital is a broad concept that includes not only education and training but also many other aspects of human development such as a population's health, talents, work habits and attitudes.

The initial development of the concept of human capital is attributed to 18th century Scottish economist Adam Smith, who wrote that “the acquisition of talents during education, study or apprenticeship, costs a real expense, which is capital in a person. Those talents are part of his fortune and likewise that of society.”⁵

² “Somalia National Development Plan 2020 – 2024,” Volume 1, Federal Government of Somalia Ministry of Planning, Investment and Economic Development, 15 October 2019, p 249.

³ Dr. Paul Collier, Professor of Economics and Public Policy at the University of Oxford, defines fragility trap as “a syndrome of characteristics: fractured identities, a lack of state legitimacy and capacity, insecurity, a dearth of formal enterprises, and proneness to shocks.” See Paul Collier, “A New Approach to State Fragility,” Brookings Institution website, 11 January 2019, available online at: <https://www.brookings.edu/research/a-new-approach-to-state-fragility/>, last accessed on 1 June 2020.

⁴ “Building Education to Boost Human Capital,” World Bank Somalia Economic Update, Fourth Edition, August 2019.

⁵ Smith, Adam, *An Inquiry into the Nature and Causes of the Wealth of Nations*, Book 2, Modern Library Series Reprint. New York: Random House 1937, (pp. 265-266).



Human capital can be understood as an individual asset or, when measured in the aggregate, as a national endowment

The term was later popularized by Gary Becker, Nobel Laureate in economics from the University of Chicago, and Jacob Mincer, professor of economics and social relations at Columbia University. The terms human capital and human resources are often used interchangeably as they have a similar meaning. Human capital can be understood as an individual asset or, when measured in the aggregate, as a national endowment.

On the individual level, human capital refers to a person's acquisition and deployment of skills, talent, knowledge, abilities, experiences, intelligence, training, judgment and wisdom.⁶ On the collective level, human capital is the aggregate capacity of a population to provide a form of wealth that can be directed to accomplish the goals of an organization, society, economy, nation or state. It is a view of the individual human being acting within an economy, and an attempt to capture social, biological, cultural and psychological complexities as they interact in explicit economic transactions.



On the individual level, human capital refers to a person's acquisition and deployment of skills, talent, knowledge, abilities, experiences, intelligence, training, judgment and wisdom

Human capital is one of the five core capitals described in the DFID Sustainable Livelihoods Framework: 1) Human capital (the amount and quality of knowledge and labor available in a household); 2) Natural capital (the quality and quantity of natural resources, ranging from fisheries to air quality); 3) Financial capital (savings and regular inflows of money); 4) Physical capital (the infrastructure, tools and equipment used for increasing productivity); and 5) Social capital (social resources, including networks for cooperation, mutual trust and support).⁷

Improving human capital is the key to achieving greater levels of social and human development in Somalia, but it is not the only consideration. Somalia's Ninth National Development Plan (NDP-9) sets out strategies to reduce poverty and increase resilience at the individual and household level through improved essential services, with a cross-cutting governance focus on: improved health including clean water, improved education, improved social protection including urban planning, social benefits and food security, and strengthened governance including disaster risk management, local governance and decentralized service delivery.⁸

Successful developing states have combined a human capability approach and development with modern reconstructions of traditional economic models of growth. Promoting well-being involves increasing contentment for individuals, socio-economic development, social protection and growth as well as building the capacity of human beings to achieve their self-determined goals.

⁶ Human Capital Strategy for Africa, 2014-2018. Tunis: African Development Bank 2014.

⁷ "Sustainable Livelihoods Guidance Sheets," UK Department for International Development, available online at: <https://www.enonline.net/attachments/872/section2.pdf>, last accessed on 8 May 2020

⁸ Somalia National Development Plan-9 (2020-2024), Pillar 4: Social Development, p. 249.

Without a determined and focused action plan, current and future generations of Somali children, youth and adults risk being condemned to worsening poverty, unemployment, socio-economic marginalization and despair. A human capital development strategy is critical for the future of all Somalis. NDP-9 sets human capital development as a key national priority to support Somalia's economic and political recovery. It is also crucial to building democratic institutions that enhance the Somali people's quality of life.

The Human Capital Development Initiative



This project was aimed at assessing the state of human capital development in Somalia and the creation of an inclusive, indigenous and sustainable national human capital development strategy

In preparing to develop a human capital strategy for Somalia, the federal Ministry of Planning in close consultation with the Ministries of Labor and Education commissioned Heritage Institute and City University to lead an in-depth, multi-year research project, funded by the Somalia Stability Fund (SSF). This project was aimed at assessing the state of human capital development in Somalia and the creation of an inclusive, indigenous and sustainable national human capital development strategy. The project was conceived as the Human Capital Development Mechanism (HCDM) and led by a local consortium of well-respected academics and researchers from the Heritage Institute for Policy Studies (HIPS) and City University of Mogadishu (CU) in close collaboration with relevant stakeholders from all levels of governments, civil society and the private sector.

The guiding principles established at the outset of this initiative included the following:

- **Harmonization, productive partnership and local engagement.** The HCDM supports the harmonization of efforts by government agencies at the federal and FMS level, civil society, academia and the private sector. It adopts a bottom-up approach, engaging all stakeholders to engender locally-driven solutions and ownership.
- **Alignment and flexibility.** As the National Development Plan provides a framework for donor engagement, the HCDM actively seeks guidance from relevant government ministries to cooperate with donor support.

Interventions are aligned with national policy frameworks, country strategies and regional integration strategy papers. Operational approaches should be supported with national ownership and, where appropriate, with regional ownership and strong partnerships with key national, regional and global institutions in the human development sectors.

- **Knowledge and results.** HCDM operations seek to be evidence-based, with a strong focus on building a knowledge bank within the agenda for inclusive human capital growth.
- **Selectivity.** HCDM activities are consistent with the consortium's resources, capacities and comparative advantages. The focus is on reasonable actions to inform and support stakeholders' critical needs in the promotion of human capital development while reducing socioeconomic and gender inequalities.
- **Sustainability.** After completion, the HCDM will transfer its activities, knowledge databank and organizational operations to relevant government institutions that will build upon the findings and the databank.



After completion, the HCDM will transfer its activities, knowledge databank and organizational operations to relevant government institutions that will build upon the findings and the databank

The project was achieved in three phases:

Phase 1: Prior to commencement, the project established a working group comprising key human capital development stakeholders including representatives of the public sector, private sector, civil society and academia.

Phase 2: Through collaboration with, and the assistance of, the working group, the project undertook consultations across all federal member states (FMS) and at the national level to inform the HCD roadmap. As a critical part of the consultative process, the project conducted an inclusive national human capital needs mapping analysis to establish a baseline and roadmap to inform national human capital strategy development efforts.

Phase 3: To bring together stakeholders and establish a convening platform to move forward human capital development, the project established an HCDM multi-stakeholder forum that will convene initially to present the findings of the needs mapping and develop a roadmap for human capital development. It will then convene on a regular basis to provide a forum for multi-stakeholder collaboration in support of the NDP Pillar Working Group.

Methodology

Data sources, procedures and guidelines

The project commenced with an inaugural workshop on 22 September 2018 in Mogadishu, which brought together stakeholders from regional governments and federal ministers including the ministers of education, labor, health, and planning, as well as representatives of civil society, academic institutions and chambers of commerce. The workshop was a three-day event designed to update stakeholders about the human capital development project and to hear their inputs. HIPS and City University researchers selected key informants from the participants to conduct in-depth interviews. A similar process was replicated in all member states. Altogether, more than 400 participants attended the inaugural events in the members states and in Mogadishu.

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The project collected data from nearly 190 key informants and 80 focus group interviews, totaling 583 individuals, selected from across the five federal member states

From July 2018 to November 2019, the project collected data from nearly 190 key informants and 80 focus group interviews, totaling 583 individuals, selected from across the five federal member states (Hirshabelle, Galmudug, Jubaland, Puntland and South West) as well as the Banadir Regional Authority and federal institutions.

Quantitative data collection and analyses

Secondary data was collected systematically, stored in an Excel spreadsheet and analyzed using Excel pivot table fields to produce column, row and grand totals. Researchers surveyed institutions in Mogadishu and the federal member states to collect raw quantitative data. Experienced enumerators entered data into a spreadsheet that was then formulated by an expert analyzer who screened, filtered and produced meaningful, valid and reliable summary descriptive statistics.

Qualitative data management and analyses of interviews



This initial coding was used to fracture data to allow for the identification of categories and to define their properties and dimensions

A team of interns and researchers supervised by Professor Abdi Mohamed Kusow transcribed all interviews verbatim and stored them in computer files with identification numbers assigned to each case. They collectively coded and analyzed nearly 2,000 pages of transcripts. In the initial coding, data was broken into discrete units and examined for similarities and differences. This initial coding was used to fracture data to allow for the identification of categories and to define their properties and dimensions. Once the initial categories and dimensions were set, connections between categories and subcategories were identified. This process resulted in the development of master categories used to set the parameters of the overall analysis.

Limitations

During the data collection period, Somalia went through acute security, political and economic challenges which resulted in accessibility restrictions for the researchers. The relationship between the federal government and the member states also significantly deteriorated, contributing to insecurity and political uncertainty. A significant portion of Somalia's official records are either lost or never existed, so the researchers could not find many relevant documents and data critical for the human capital development research. Another limitation was the study's focus on only those parts of Somalia that accepted the 2012 provisional constitution; Somaliland and areas under Al-Shabaab control were therefore not included.

Review of global human capital contexts



The human capital development consortium for Somalia conducted an extensive review of existing national, sub-national and regional human capital strategies and best practices

The human capital development consortium for Somalia conducted an extensive review of existing national, sub-national and regional human capital strategies and best practices. The purpose of this review was to draw from existing human capital development strategies to increase understanding of common structures, approaches and elements. Through this effort, the consortium was able to draw upon best practices and lessons learned from other contexts.

The review included a study of existing strategies from countries that are relevant to Somalia in varied ways. Factors for consideration included geographical proximity to Somalia, similarities in population, experience in overcoming conflict, fragile state status, success in overcoming low levels of human resource development, significant improvement of outcomes through strategic planning and policy or program implementation and the presence of sub-national, provincial or local plans and frameworks that operate within a larger national structure.

Somalia is a unique society with distinctive strengths and needs. This review was meant to provide a look at other governments' approaches to human capital development/human resources development (HCD/HRD). This is not as a definitive guide for what Somalia should do but as subjective examples from which the consortium and other stakeholders might learn lessons. The reviewed countries and communities' recognition of human capital deficits allowed for an objective review of the progress of their subsequent plans and roadmaps, which in turn informed the consortium's development of a context-appropriate strategy.

While not an exhaustive list, the review entailed a deep look into human capital / human resource development strategy development and implementation in eight contexts: Barbados, the Caribbean Community (CARICOM), Jordan, Rwanda, Singapore, Sri Lanka and South Africa at a national level and also the Western Cape province. The consortium compiled analyses of their strategies and policies and developed them into a modified literature review/comparative analysis and toolkit. This was used throughout the process as a reference library to inform the consortium. The consortium also studied but did not use in its main literature review national plans from India, Lesotho, Liberia, Malaysia, Mauritius, Nigeria, Sierra Leone and Uganda.



There is no single correct method for developing a national human capital development strategy. What works depends upon the specific needs of each context, the legacy of previous initiatives and the cultural norms as well as the resources of the country or region in question

There is no single correct method for developing a national human capital development strategy. What works depends upon the specific needs of each context, the legacy of previous initiatives and the cultural norms as well as the resources of the country or region in question. Both Jordan and Barbados referred to global benchmarks or best practices from other countries. The government of Jordan gathered specific examples of implementation approaches from the Republic of Korea, Singapore, Finland, the United Kingdom, Dubai and Poland, because several of these states (most notably South Korea and Singapore) were low-income countries when they began their reform journeys but have since risen to high levels of efficiency and growth. Table 1 below shows the key points and lessons learnt from Jordan's research.

Table 1- Jordan – Lessons from six global benchmarks⁹

Republic of Korea

Context	Lessons Learned
The First modern approach to use education at the heart of economic growth, across a 60 year period. High investment (7.6% of GDP), high stakes assessments, employment linked to merit and education performance, driving high students and parental motivation, translating into a high spend on private tuition (80% of students attend 'hagwons').	Sustained investment Meritocratic system to motivate all Cultural alignment to strong work ethic Current concerns about creativity and youth employment

Singapore

Context	Lessons Learned
Singapore has excelled by linking its education reforms closely to its economic agenda. It also calibrated its reforms carefully so that in each phase the goals were clear and could be executed well. Compliance is expected, reforms are sustained and the people involved in them have stuck to the task. For example, its TVET developments involved creating a central new institution working closely with the government and responsible for curriculum, teacher quality and student outcomes.	Aligned economic and education strategies Well-executed five-years plans High level of accountability and compliance Enduring coalition of reformers Constant focus on quality of teachers

Finland

Context	Lessons Learned
Finland is a very high-performer in international assessments such as the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA). It has built its reforms around a high level of devolved authority to schools and to teachers - unlike many other high-performers, it has five-year strategies, but it does not execute reforms by closely managing funding, targets and outcomes. Finland has a strong teaching workforce and it has the advantage that teaching is favored career for university-graduates, with 10 applications for each placement. There is strong family support for teaching and learning, based on this countries Calvinist religious roots.	Teaching quality is a major advantage in maintaining high performance. Family and cultural forces can plan a very important part in gaining good results. Where there is clarity and local capability, devolved responsibilities can work very well.

United Kingdom

Context	Lessons Learned
In the last 20 years, the UK has been distinctive for introducing many instruments of reform including literacy and numeracy strategies with documented guidance, new national tests, published school-by-school results, new curriculum standards and competencies, ring-fenced funding for new initiatives and increasing powers for inspection in Ofsted and other national bodies. The reforms that have worked have tended to be those that have been adapted and sustained for more than four years. As part of a larger government reform programme, the Prime Minister established a Delivery Unit to facilitate the implementation of initiative across multiple government entities	Well-targeted reforms that combine funding with clear goals and support, can work Local accountability is a key element Difficult to sustain momentum Risk of overloading the system with too many reforms.

Dubai

Context	Lessons Learned
Dubai has taken a unique path by promoting private education as a solution to its challenge in providing a large expat population with an attractive and modern education system. In the schools sector for example, it has used inspection to make individual schools accountable, and it has managed fee increases closely and use the threat of license withdrawal to keep control. It has out-performed Abu Dhabi and Doha by ensuring its key systems are quick, efficient and impactful and with few exceptions is has not over-controlled the market it had allowed to grow.	Accountability is major instrument of reform, and targeted inspection helps. Central funding is not the only way - the private sector can be a valuable investor and enabler. Disciplined focus on what is most important Alignment of education strategy to economic model for the City.

Poland

Context	Lessons Learned
Since 1999, Poland has been a remarkable success story in education reform having improved more quickly than its regional competitors in Europe despite spending less than the countries it has overtaken it. Now scores above the USA, France, Germany, Sweden, and the UK in PISA. Structural change to reducing the elementary tier and adding a three year junior high track to give students extra time before choosing a path to vocational or higher education was accompanied by changes to the curriculum and qualifications. The roots of this success are attributed to demands from the people - a new political environment in the 1990s after the post-communist era resulted in an appetite for change in economic and cultural life which translated into demands for better education.	Local autonomy and decision making was key but targeted government intervention was required like teacher training. Willingness to make radical changes to tier structures paid off in improved student outcomes. Pressure from parents and families was key to spurring action.

⁹ The Hashemite Kingdom of Jordan, Education for Prosperity: Delivering Results – A National Strategy for Human Resource Development 2016 – 2025.

Common components in a human capital development strategy

The consortium's review of the various strategies revealed several common components, which can be broken into the following six categories.

1. Pre-strategy efforts. These baseline elements for focused interventions can be broken into three subcategories: consultative/collaborative processes; contextual/environmental/GAP analyses and needs assessments; and supply/demand-driven services.

2. Values, principles and alignment with national planning and policy frameworks. This component can be broken into five subcategories: core values/guiding principles; alignment with national policy; harmony/whole-of-government approach; best practices; and inclusion.

3. Purpose. In their intention to lift individuals from poverty and increase well-being, productivity and resilience, human capital development strategies are by their nature purpose-driven. This component can be broken into subcategories: vision; mission; theory of change; goals; strategic pillars; and key strands.

4. Roles and governance. The successful execution of a strategy relies on clearly defined roles and expectations based on transparency and accountability. The strategies reviewed by the consortium all provided well-defined roles for authorities, ministries and other key stakeholders. This component can be broken into three subcategories; roles; lead agencies/ministries/authorities; and committees/working groups.

5. HCD/HRD strategy structure. How each country structured its strategy is relevant in terms of how coherent and organized the approach was. This component can be broken into nine subcategories: common definitions; National Qualifications Frameworks (NQF) and National Vocational Qualifications (NVQs), including standards; priorities/strategic imperatives; linkages to national policies/systems; phases in action plans; HRD roadmaps; activities; data and statistics, including labor market information; and career guidance and counselling.

6. Implementation. All of the preceding components come together in clear plans or roadmaps to improve outcomes. This component can be broken into four subcategories: enabling environment; implementation coordination; partnerships (local, external and international); and monitoring and evaluation.

HCDM alignment with national context

Somalia has attempted to develop successive multi-year development plans over the past 40 years, which have included human capital-driven planning. NDP-9, which covers the period 2020-2024, emphasizes seven key priorities in human capital development, the majority of which focus on education and skills development:¹⁰

1. Strengthen education financing. The government, in collaboration with development partners, will budget for high-priority populations and services to ensure equitable access to high-quality education to create a sustainable education financing system.

2. Set up legal and policy standards and frameworks. This comes from a state perspective but also regulates non-state providers. The education sector will strengthen its policy and legal frameworks to enhance delivery of education services. The national primary curriculum will continue to be phased in and a national secondary curriculum will be developed. The human capital development strategy outlines the establishment of a stakeholder forum as an early priority.

3. Establishing a National Education Management Information System (NEMIS). This will produce high-quality and timely information for evidence-based decision making.

4. Focus on education initiatives for the most vulnerable. Internally displaced persons (IDPs) and rural communities have the least access to schools. Girls have lower enrolment and survival rates than boys. These challenges will be addressed through forming partnerships with non-state actors, building new infrastructure, recruiting female teachers and raising household awareness of the importance of education, supported by increased regional safety and security.

¹⁰ Somalia National Development Plan 2020 – 2024 (NDP-9), Volume 1, Federal Government of Somalia Ministry of Planning, Investment and Economic Development, 15 October 2019.

5. Recruit and train qualified teachers. This will offer child-friendly, standardized education. Well trained teachers will implement the new curriculum across the country.



In consultation with employers, labor groups and private sector organizations, vocational training programs will be established with a particular focus on providing the technical and vocational skills needed for the labor market

6. Target a large cohort of youth. In consultation with employers, labor groups and private sector organizations, vocational training programs will be established with a particular focus on providing the technical and vocational skills needed for the labor market. This will be initiated with the help of partners and as part of the Economic Pillar of NDP-9. The National Youth Policy and the Human Capital Development Strategy will consider the expansion of opportunities in technical and vocational education and training (TVET) for young people. In addition to TVET skills and apprenticeships, skills development in entrepreneurship and services will be encouraged.

7. Capacity building. The government will strengthen the existing workforce and train others to address the high-priority education needs of the population. It will also strengthen the governance, institutional and management capacity of the education sector to offer quality education.

The Somalia context

The human capital development mechanism and roadmap are anchored in Somalia's fragile realities. There is much to be optimistic about despite the country's many challenges. Somalia has undergone 30 years of conflict and protracted instability. The last 20 years have been characterized by slow but steady recovery and a modest reconstitution of state institutions, including a contested and unsettled federal governance structure. The last decade has also marked the emergence of the deadly Al Qaeda-affiliated Al-Shabaab insurgency in the south-central regions, particularly Mogadishu.

Somalia's socio-economic, security and governance situations are simultaneously discouraging and promising. The country comes last on most global indices: lowest in literacy, life expectancy, health services and fundamental freedoms and highest in poverty, unemployment, child malnutrition and corruption.



The last 20 years have been characterized by slow but steady recovery and a modest reconstitution of state institutions, including a contested and unsettled federal governance structure

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Since 2000,
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The situation is however encouraging because decades-long, Somali-led, internationally supported efforts have put the country on a demonstrable recovery path. Since 2000, Somalia has held five presidential elections resulting in peaceful transfers of power, a rarity in Africa and particularly in the Horn of Africa.

The following sections provide an overview of security, politics/governance, external relations, economic and humanitarian issues pertinent to the development of Somalia's human capital development agenda.

Security

Somalia's overall security did not improve in 2019 and has deteriorated in certain areas, even as spending on security rose to 36 percent of the federal budget.¹¹ Over the last 10 years, the federal government has been backstopped by AMISOM and it's close to 20,000 UN-mandated, EU-funded African Union peacekeepers, mostly from Somalia's neighbors. The federal government has created a security apparatus consisting of about 20,000 army, police and intelligence officers.¹²

AMISOM has already begun the gradual drawdown of its forces from Somalia as part of a complicated exit strategy. In renewing AMISOM's mandate in May 2019, the UN Security Council approved a reduction of nearly 3,000 troops by February 2020. The maximum force in Somalia was set to be 19,626 soldiers. The council also instructed AMISOM to gradually hand over responsibilities to Somali counterparts and asked the government to take full responsibility for its security by 2021. Experts believe that if AMISOM abruptly departs from Somalia, this will result in a reversal of the gains made against Al-Shabaab and will endanger fledgling federal government institutions.¹³

Al-Shabaab has been able to carry out major terrorist attacks around the country; by one estimate, it killed more than 1,500 people in 2019 alone. The people of Mogadishu have borne the brunt of these debilitating and relentless attacks. The group currently controls roads to the north and south of the city, and in October 2017 and December 2019 more than 1,200 residents of the capital were killed or maimed in two of the world's deadliest mass killings. More than 90 people were killed in the more recent of these attacks, mostly university students and police officers, at a junction on the southwestern outskirts of the city.¹⁴

11 "Building Education to Boost Human Capital," p.8.

12 Security Pact agreed at London Conference on Somalia, 11 May 2017, available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/613720/london-somalia-conference-2017-security-pact.pdf, last accessed on 1 June 2020.

13 "Security Council Extends Mandate of African Union Mission in Somalia, Authorizes Troop Reduction, Unanimously Adopting Resolution 2472 (2019)," UN Press release, 31 May 2019, available online at: <https://www.un.org/press/en/2019/sc13828.doc.htm>, last accessed on 1 June 2020.

14 "Al-Shabab claims deadly attack in Somalia's Mogadishu," Al Jazeera, 30 December 2019, available online at: <https://www.aljazeera.com/news/2019/12/al-shabaab-claims-deadly-attack-somalia-mogadishu-191231002343929.html>, last accessed on 1 June 2020.

The FGS has admitted that Al-Shabaab has been able to penetrate deeply into state institutions. In August 2019, Mogadishu Mayor Abdirahman Osman (Yarisow) was killed in a suicide bombing by a female Al-Shabaab member working for the local government, with the help of a second Al-Shabaab member who was also working for the Banadir Regional Administration.¹⁵

Over the past two years, Al-Shabaab has exponentially increased its revenue-generating capacity across the country, including Mogadishu. According to the Hiraal Institute, a security think tank based in Mogadishu, Al-Shabaab collected more than \$27 million in 2018 alone.¹⁶ The group has set up a sophisticated racketeering system across the country, extorting money through levies on all goods and some services in areas under its control as well as those controlled by the FGS. A UN report has documented that the group collects funds from Mogadishu's seaport, which is also the main source of income for the FGS. Many Somalis are raising questions related to impunity and accountability in the security sector as Al-Shabaab's infiltration and resource mobilization through extortion has reached unprecedented levels.

The FGS has continued its reform efforts designed to reduce rampant corruption. By the end of 2019, the FGS had registered and fingerprinted nearly all military and police officials under federal government jurisdiction, in order to remove the notorious "ghost soldiers" from the payroll of the military and police forces. This process also transformed the salary payment system from cash-based to monthly transfers to the individual bank accounts or mobile phones of each soldier.¹⁷

Politics

Fierce competition over power, resources and self-preservation permeates Somalia's body politic. Partisan politics have legitimized misinformation and poisoned the political atmosphere. As a result of a weakened rule of law, corruption has been normalized, compromising state institutions. The insular view of politics by the Somali political class has instilled a tokenistic view of governance, shrunk civic space, polarized the citizenry and confused international partners.

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¹⁵ Sheikh, Abdi "Somalia Says Blind Female Suicide Bomber Killed Mogadishu Mayor," 9 August 2019, available online at: <https://www.reuters.com/article/us-somalia-security-bomber/somalia-says-blind-female-suicide-bomber-killed-mogadishu-mayor-idUSKCN1UZ1D0>, last accessed on 1 June 2020.

¹⁶ "The AS Finance System," Hiraal Institute, July 2018, p.7, available online at: <https://hiraalinstitute.org/wp-content/uploads/2018/07/AS-Finance-System.pdf>, last accessed on 1 June 2020.

¹⁷ Waal, Hassan Yuusuf, "Renewed hope: Rebuilding Somalia's national army," Daily Sabah, available online at: <https://www.dailysabah.com/op-ed/2019/10/24/renewed-hope-rebuilding-somalias-national-army>, last accessed on 1 June 2020.



Since the election of President Mohamed Farmaajo in February 2017, the overall political climate of the country has been animated by what some scholars describe as “the collapse of the elite compact”

Moreover, political rights and civil liberties have markedly deteriorated and corruption has run rampant. Freedom House now refers to Somalia as one of the nine “worst of the worst” countries due to its lack of political rights and civil liberties.¹⁸ In Transparency International’s 2019 global corruption perceptions survey, Somalia was ranked as the most corrupt country in the world, as it has every year since 2007.¹⁹

Since the election of President Mohamed Farmaajo in February 2017, the overall political climate of the country has been animated by what some scholars describe as “the collapse of the elite compact”.²⁰ Relations between the FGS and member states soured just months after Farmaajo came to power and ushered in a governing style anchored on the centralization of state authority. This was a departure from the consensus-based federalism arrangement that had been in place since 2004. A key fault line was the disagreement over the constitutional latitude of member states to pursue political, economic and even diplomatic objectives contrary to those of the federal government. Mogadishu viewed the actions of the member states with suspicion and quickly moved to subordinate them by all means including coercion.

Four out of the five member states have held (or are holding) elections, which the FGS has seen as an opportunity to influence and, if possible, replace unfriendly state leaders with loyalists. The heavy-handed efforts to manipulate FMS politics have set off a political firestorm that has effectively brought to a standstill any progress toward inclusive politics.

The centralist posture of the federal government has also rendered the 2017 National Security Architecture (NSA), developed as a cooperative arrangement on security between the FGS and member states, essentially ineffective.²¹ This posture further caused political impasse between the two sides and created an enabling environment for terrorist groups to thrive.

Over the past year, little progress has been made on the finalization of the federal constitution, mainly due to the FGS-FMS political disagreements. The provisional constitution needs exhaustive review and agreement among key stakeholders on major issues including resource and power sharing.

¹⁸ “Freedom in the World 2020: A Leaderless Struggle for Democracy,” Freedom House, available online at: https://freedomhouse.org/sites/default/files/2020-02/FHW_2020_REPORT_BOOKLET_Final.pdf, last accessed on 1 June 2020.

¹⁹ 2019 Corruption Perceptions Index, Transparency International, available online at: <https://www.transparency.org/en/cpi/2019>, last accessed on 1 June 2020.

²⁰ Menkhaus, Ken, “Elite Bargains and Political Deals Project: Somalia Case Study,” paper for the UK Government Stabilisation Unit, February 2018, available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766049/Somalia_case_study.pdf, last accessed on 1 June 2020.

²¹ London Conference Security Pact.

The federal Ministry of Constitutional Affairs and the independent Constitutional Review Commission are tasked with leading this process, but they require FGS and FMS leaders' consensus and collaboration.

One major recent achievement of the federal parliament was the passage of a national election bill on 28 December 2019. After more than a year of negotiations and haggling over which model to adopt for the 2020-21 parliamentary and presidential elections, the new law appears to have the support of most members of parliament and key stakeholders.²² But the consensus is that this law is unimplementable in the 2020 election cycle since it left key issues unaddressed.²³

Talks remain frozen between the FGS and Somaliland, which declared its secession from Somalia in 1991. Although previous talks produced little substance, they at least created a conducive environment for dialogue to continue. The tone has now shifted to one of open hostility and acrimony between the two sides as the FGS has taken a more rigid stance. A reconciliation committee that was recently formed to advise the FGS did not succeed in moving the process forward. A February 2020 meeting in Addis Ababa between Farmaajo and Somaliland's leader Muse Bihi Abdi raised hopes for revived negotiations, but this quickly faded after rumors of a Farmaajo visit to Hargeisa angered Somaliland.²⁴

External relations

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The role of external actors in Somalia is becoming ubiquitous. The country's ultimate security settlement will have to address many of the diverse and complex interests of a range of external actors, which are often at odds

The role of external actors in Somalia is becoming ubiquitous. The country's ultimate security settlement will have to address many of the diverse and complex interests of a range of external actors, which are often at odds. The FGS has started to play a role in regional diplomacy. In the Horn of Africa, it was among the countries that helped Sudan to secure the chairmanship of IGAD.²⁵ Kenya's relationship with Somalia has soured over a number of issues, including a dispute over maritime territory and Nairobi's political involvement in Jubaland, where it has over 4,000 peacekeepers under AMISOM.²⁶

²² "Somali parliament passes the country's Electoral Bill," Horn Observer, 28 December 2019, available online at: <https://hornobserver.com/articles/90/Somali-parliament-passes-the-countrys-Electoral-Bill>, last accessed on 1 June 2020.

²³ "Expanded Participation Model: Alternative for Somalia's 2020 One-Person One-Vote Plan," Heritage Institute for Policy Studies Policy Brief, May 2020, available online at: <http://www.heritageinstitute.org/wp-content/uploads/2020/05/Heritage-Institute-Policy-Brief-on-the-2020-Election-English.pdf>, last accessed on 1 June 2020.

²⁴ Alfa Shaban, Abdur Rahman, "Somaliland rejects proposed visit by Ethiopia PM, Somali president," 16 February 2020, available online at: <https://www.africanews.com/2020/02/16/abiy-wants-trip-to-hargeisa-with-somali-president-somaliland-top-official/>, last accessed 1 June 2020.

²⁵ Mutambo, Aggrey, "Kenya-Djibouti row delays choice of new IGAD leader," Daily Nation, 18 March 2020, available online at: <https://www.nation.co.ke/news/Kenya-Djibouti-in-row-over-IGAD-top-seat/1056-5365602-kitk02z/index.html>, last accessed on 1 June 2020.

²⁶ Mohamed, Jibril, "Kenya's Misbehavior in Kismayo and Consequences of Disrespecting the AMISOM Mandate," 3 July 2013, available online at: <https://africanarguments.org/2013/07/03/kenyas-misbehavior-in-kismayo-and-consequences-of-disrespecting-the-amisom-mandate-by-jibril-mohamed/>, last accessed on 1 June 2020.

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Farmaajo, Abiy and the President of Eritrea, Isaias Afwerki, aim to spearhead regional integration in the Horn of Africa, an initiative interpreted by Djibouti and Kenya as an unfriendly move at best

The comradeship between President Farmaajo and Prime Minister Abiy Ahmed of Ethiopia continues to grow, fueled by the two leaders’ populist politics and a disdain for the status quo. Eritrea restored relations with Somalia in 2018 following a historic visit by the Somali president to Asmara. Since then, Eritrea has joined a host of countries training Somali security forces. According to one source, the FGS secretly sent 600 soldiers for specialist training in Eritrea. Farmaajo, Abiy and the President of Eritrea, Isaias Afwerki, aim to spearhead regional integration in the Horn of Africa, an initiative interpreted by Djibouti and Kenya as an unfriendly move at best.²⁷

Both Ethiopia and Kenya intervened in recent state-level elections in Southwest and Jubaland. Ethiopian troops in Baidoa helped arrest Mukhtar Robow, a local candidate disliked by Mogadishu, at the behest of the FGS. Kenyan troops in Kismayo also helped President Ahmed Madoobe to get re-elected and to fend off a serious attempt by the FGS to unseat him.²⁸ The FGS accused Kenya of blatant meddling in Jubaland and threatened to refer it to the UN Security Council, a charge Kenya labeled as a red herring. During the election in Galmudug in early December 2019, Ethiopian troops were deployed to Dhusamareb, the capital, and opposition leaders claimed that the timing of the deployment—just weeks before state elections—was designed to intimidate their candidates.²⁹ Moreover, Somalia’s opposition groups accused Ethiopia of further meddling and called for the UN and international community’s intervention.³⁰

The US maintains about 600 special operations forces in Somalia, mainly at Ballidogle Air Base in southern Somalia. The US regularly uses unmanned aerial vehicles (drones) in attacks on Al-Shabaab and other terrorist groups. In 2019, the US carried out 60 drone strikes in Somalia, compared to 47 in 2018. The UK has a training mission in Baidoa and the EU has been training Somali forces for nearly a decade. Turkey has its largest overseas military base in Somalia, where it trains thousands of Somali troops.³¹

The International Crisis Group stated in a recent report that “Gulf crises...have spilled into the Horn of Africa, notably fanning instability in Somalia.”³² The relationship between Somalia and the United Arab Emirates (UAE) has continued to deteriorate since the FGS accused Abu Dhabi of funding opposition figures.

27 Mutambo, Aggrey, “Once a pariah, Eritrean president comes up with regional bloc idea,” *The East African*, 3 February 2020, available online at: <https://www.theeastafrican.co.ke/news/africa/Eritrean-president-floats-regional-bloc-idea---/4552902-5441802-12c3n3z/index.html>, last accessed on 1 June 2020.

28 Hassan, Abdiqani, “Leader of Somalia’s Jubaland, at odds with Mogadishu, wins new term,” Reuters, available online at: <https://www.reuters.com/article/us-somalia-politics/leader-of-somalias-jubaland-at-odds-with-mogadishu-wins-new-term-idUSKCN1VC15B>, last accessed on 1 June 2020.

29 “Somalia’s opposition scolds Ethiopian PM for ‘violent involvement’ in Somalia,” *Goobjoog News*, 30 November 2019, available online at: <https://goobjoog.com/english/somalias-opposition-scolds-ethiopian-pm-for-violent-involvement-in-somalia/>, last accessed on 1 June 2020.

30 Joint Press Statement by Somali political parties on Ethiopian troops and AU Representative in Somalia, available online at: <https://twitter.com/HarunMaruf/status/1263028499515932674/photo/1>, last accessed on 1 June 2020.

31 “Turkey sets up largest overseas army base in Somalia,” *Al Jazeera*, 1 October 2017, available online at: <https://www.aljazeera.com/news/2017/10/turkey-sets-largest-overseas-army-base-somalia-171001073820818.html>, last accessed on 1 June 2020.

32 Somalia and the Gulf Crisis,” *International Crisis Group*, 5 June 2018, available online at: <https://www.crisisgroup.org/africa/horn-of-africa/somalia/260-somalia-and-gulf-crisis>, last accessed on 1 June 2020.

The UAE is building a military base in Somaliland’s port city of Berbera as part of a 30-year contract to train Somaliland forces. Dubai Ports World has also worked on developing the port of Berbera as part of a three-way partnership with Ethiopia and Somaliland, ignoring a unanimous decision by the FGS parliament barring the company from entering Somalia.³³



The FGS’s relationship with Qatar is deepening as Doha increases its overall financial support to humanitarian and development projects in Somalia by millions of dollars, in addition to bilateral financial support

In contrast, the FGS’s relationship with Qatar is deepening as Doha increases its overall financial support to humanitarian and development projects in Somalia by millions of dollars, in addition to bilateral financial support. The FGS has been courting Saudi Arabia and has embraced the Saudi-led “Dialogue on the Red Sea,” an initiative whose stated objective is to bring together Arab and African states with access to the Red Sea, although its true objective remains unclear.³⁴

Economy

According to the World Bank, Somalia’s economy is growing again after a steep downturn during the 2016-17 drought. The Somalia Economic Update stated that “wide-ranging reforms have begun to rebuild the economy and have achieved a measure of stability and modest growth.” The consolidation of peace – combined with robust international assistance, rising remittance inflows and private sector-led growth – have been fundamental to Somalia’s economic recovery. Somalia’s GDP expanded at an annual average rate of two percent from 2013 to 2018.³⁵



Agriculture remains the largest contributor (70 percent) to GDP followed by the service sector

Agriculture remains the largest contributor (70 percent) to GDP followed by the service sector. The agriculture sector, which comprises livestock, crop cultivation and fishing, employs about 46 percent of the country’s labor force.^{36/37} As a result of economic growth, FGS revenues have also increased markedly. According to the World Bank, “revenue from taxes and other domestic sources grew by 29 percent. Changes in tax policies and improved tax administration helped diversify central government revenue away from heavy reliance on customs duties and other trade taxes.”³⁸ COVID-19 has, however, drastically reduced revenues as operations at both Mogadishu port and the airport – the government’s main source of income – have been hit hard.³⁹

33 “Somalia bans Dubai ports operator DP World, says contract with Somaliland null,” Reuters, 13 March 2018, available online at: <https://www.reuters.com/article/us-somalia-ports/somalia-bans-dubai-ports-operator-dp-world-says-contract-with-somaliland-null-idUSKCN1GP10E>, last accessed on 1 June 2020.

34 Calabrese, John, “The Bab el-Mandeb Strait: Regional and great power rivalries on the shores of the Red Sea,” Middle East Institute, 29 January 2020, available online at: <https://www.mei.edu/publications/bab-el-mandeb-strait-regional-and-great-power-rivalries-shores-red-sea>, last accessed on 1 June 2020.

35 World Bank Somalia Economic Update, August 2019.

36 “Rebuilding Resilient and Sustainable Agriculture in Somalia,” World Bank and FAO Somalia Country Economic Memorandum, Volume 1, 2018, available online at: [Rebuilding Resilient and Sustainable Agriculture in Somalia](https://www.worldbank.org/en/publications/country-economic-memorandum/2018/01/somalia); <https://bit.ly/2Xnz6XW>, last accessed on 1 June 2020.

37 “2014 Somalia Labor Force,” International Labour Organization (See Appendix B).

38 World Bank Somalia Economic Update, August 2019.

39 “According to the UN Envoy to Somalia, the federal government projects an 11 percent decline in nominal GDP for 2020,” Xinhua, 22 May 2020, available online at: http://www.xinhuanet.com/english/2020-05/22/c_139076468.htm, last accessed on June 2020.

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According to the latest estimates from Wave 2 of the 2018 Somalia High-Frequency Survey, the incidence of poverty is still about 69 percent

Despite positive trends in the economy, the World Bank highlights that poverty remains stubbornly high due to exponential population growth, which is disproportionate to real GDP growth. According to the latest estimates from Wave 2 of the 2018 Somalia High-Frequency Survey, the incidence of poverty is still about 69 percent. Poverty is pervasive throughout the country, particularly among rural residents and nomads, whose remoteness and mobility make them hard to reach.⁴⁰

International financial institutions have helped the government to institute sound financial policies and processes, and this year have given Somalia the green light for debt relief. If this materializes, it could help unlock multilateral and bilateral developmental aid in the form of grants and loans. This would be vital for investment in education, health and skills development – key ingredients for economic growth, poverty reduction, job creation and infrastructure rehabilitation. The federal government has also taken steps to market Somalia’s onshore oil deposits, another potential recovery multiplier.

Humanitarian and development situation

The overall humanitarian situation is alarmingly dire. Just two years after a devastating drought displaced more than one million people, the Somalia Drought Impact Response Plan launched by the FGS together with humanitarian partners noted that “severe climatic conditions, combined with other persistent drivers of humanitarian crisis, armed conflict, protracted and continued displacement and a spike in evictions of internally displaced persons are again pushing Somalia towards a major humanitarian emergency.” This report also highlighted that nearly half of Somalis are food insecure and in need of emergency assistance, and some 1.5 million children are suffering from acute malnutrition.⁴¹

The UN classifies Somalia as a “protection crisis” country, meaning a large segment of the population faces life-threatening situations. Somalia has experienced two major famines since 2011. UN agencies have warned about a looming third famine or a serious drought that could jeopardize the lives of millions of people.

⁴⁰ Ibid.

⁴¹ UNICEF Somalia Humanitarian Situation Report, No. 11, 30 November 2019, available online at: https://www.unicef.org/appeals/files/UNICEF_Somalia_Humanitarian_SitRep_Nov_2019.pdf, last accessed on 1 June 2020.

Floods recently devastated major towns such as Beledweyne and Berdaale, forcing tens of thousands of people to flee their homes.⁴² Poor infrastructure is making millions vulnerable to the slightest humanitarian shocks, and neither the FGS nor the member states have developed the necessary capacity to respond, forcing them to rely on the goodwill of citizens, diaspora, international NGOs and the UN.⁴³



Half of Somalis are under 15 years of age, while 70 percent are under 30. Less than two percent are over 65

In 2014, Somalia's population was estimated to be 12.3 million and is projected to hit 16 million by the end of 2020. Half of Somalis are under 15 years of age, while 70 percent are under 30. Less than two percent are over 65. Most citizens live in urban (almost half) or rural settlements (a quarter), while one-third are nomads. Unemployment is as staggeringly high as 70 percent.⁴⁴ Almost 70 percent of the Somali population lives below or on the poverty line (earning \$2 or less a day). The United Nations warns that over five million Somalis are food insecure.⁴⁵



One positive spin-off of the massive migration is the emergence of diaspora communities, which send remittances totaling more than \$1 billion annually, providing a lifeline for millions of citizens

Three decades of political instability and acute security challenges have made Somalia one of the top six refugee and migrant-producing countries in the world. One positive spin-off of the massive migration is the emergence of diaspora communities, which send remittances totaling more than \$1 billion annually, providing a lifeline for millions of citizens.⁴⁶

In the following chapters, we address why human capital development is critical for Somalia. We have already published five comprehensive baseline studies that thoroughly examine the challenges and opportunities of Somalia's education, healthcare, labour, fisheries and agriculture/livestock sectors. This comprehensive national human capital development roadmap is extracted from these five baseline studies and is designed to guide Somalia as it moves from dependency to economic self-sufficiency. It is also a framework for synchronized stakeholder efforts to ensure the realization of the strategy.

⁴² Shi Yinglun, "Over 270,000 people displaced in Somalia floods: UN," Xinhua, available online at: http://www.xinhuanet.com/english/2019-11/01/c_138521791.htm, last accessed on 1 June 2020.

⁴³ "Somalia's deadly drought-flood cycle," UN OCHA, 29 November 2019, available online at: <https://unocha.exposure.co/somalias-deadly-droughtflood-cyclenbsp>, last accessed on 1 June 2020.

⁴⁴ World Bank Group, "Transition Amid Risks with a Special Focus on Intergovernmental Fiscal Relations," Somalia Economic Update, October 2015, available online at: <http://documents.worldbank.org/curated/en/247911468197970788/pdf/100964-WP-P151626-PUBLIC-Box393254B-1st-Edition-Somalia-Economic-Update-Report.pdf>, last accessed on 1 June 2020.

⁴⁵ World Bank Group, "Somali Poverty and Vulnerability Assessment: Findings for Wave 2 of the Somali High Frequency Survey," April 2019, available online at: <http://documents.worldbank.org/curated/en/464241565765065128/pdf/Findings-from-Wave-2-of-the-Somali-High-Frequency-Survey.pdf>, last accessed on 1 June 2020.

⁴⁶ "World Bank Makes Progress to Support Remittance Flows to Somalia," World Bank press release, available online at: <https://www.worldbank.org/en/news/press-release/2016/06/10/world-bank-makes-progress-to-support-remittance-flows-to-somalia>, last accessed on 1 June 2020.

National Human Capital Development Strategy (NHCDS)

Introduction



Somalia is endowed with enormous stocks of natural resources including fertile soil, minerals, livestock, oil and marine resources. Yet one resource is greater and more vital than all of these endowments combined, and is a precursor to any meaningful development and future economic growth – the Somali people themselves

Somalia is endowed with enormous stocks of natural resources including fertile soil, minerals, livestock, oil and marine resources. Yet one resource is greater and more vital than all of these endowments combined, and is a precursor to any meaningful development and future economic growth – the Somali people themselves. The country needs citizens with the necessary knowledge and skills to take advantage of all its resources and to help them find gainful employment. Skilled Somali citizens with well-paying jobs will help the economy grow and the nation develop.

This chapter provides a summary of the outcomes of the five baseline studies undertaken between 2018 and 2020 as part of this project to better understand Somalia’s human capital needs in terms of education, health and labor as well as the top productive sectors of agriculture, livestock and fisheries. The National Human Capital Development Strategy (NHCDS) lays out a human capital development roadmap for Somalia.

It is a set of strategic priorities and interventions that the research suggests are needed and that could be effective in addressing the country’s human capital development challenges. The NHCDS recognizes the importance of inclusivity and takes into account gender, poverty, youth, social exclusion and marginalization. Many of these issues are taken up within the strategic interventions and action plans presented in each of the five sectoral chapters. The NHCDS is the first step in the development of a five-year human capital development strategic plan that will be reviewed and revised by all relevant actors every five years.

This NHCDS is also an integral part of Somalia’s Ninth National Development Plan (NDP-9), which states:

“The Ministry of Planning in close consultation with the Ministries of Labour and Education commissioned in 2018 a research consortium [consisting of the Heritage Institute for Policy Studies and the City University of Mogadishu funded by the Somalia Stability Fund (SSF)] on the creation of an inclusive, indigenous and sustainable Human Capital Development Mechanism (HCDM). The overarching objectives of the HCDM are first to establish partnership with leading human capital development stakeholders from the public sector, private sector, civil society and academia in line with NDP-9. The HCDM research consortium was specifically tasked to: conduct a comprehensive country-wide baseline study with special emphasis on the productive sector (agriculture, fisheries and livestock), to develop a human capital development strategy and to propose a mechanism that facilitates synchronization of the efforts by the human capital development stakeholders. The baseline study and the national strategy will be released in early 2020 and will guide developing the human capital of the Somali citizens.”



This strategic framework for human capital development addresses five key sectors: education, health, labor, fisheries, agriculture and livestock and fisheries

The NHCDS provides a common guide for the Federal Government of Somalia (FGS) and Federal Member States (FMS) in partnership with the private sector, civil society stakeholders, international partners and implementing NGOs to realize human capital development priorities and objectives.

This strategic framework for human capital development addresses five key sectors: education, health, labor, fisheries, agriculture and livestock and fisheries. Within each sector, critical constraints are identified and strategic interventions are formulated and prioritized. Potential implementing stakeholders are also identified whose engagement and leadership are deemed essential.

Cross-Cutting Human Capital Development Strategies

Our study found that the creation of an enabling environment is key to advancing sustainable human capital development mechanisms in Somalia. Political stability, security, sufficient power supply and an appropriate regulatory environment, inter alia, are all key to sustainable human capital development.

There are two types of strategies: the first is cross-cutting, applicable to all productive sectors and national in nature. The second is sector-specific and its constraints and strategic interventions are presented in a table format.

Cross-cutting strategies include the following:

Establish a National Qualifications Framework (NQF). The current Somali education and training framework lacks any systematic or measurable national qualification criteria and benchmarks that certify qualifications and competencies. The FGS should create a national qualifications authority that will be responsible for the development of nationwide standards for skills and competencies.

Develop demand-driven skills. The Somali workforce's limited practical knowledge and skills across multiple economic sectors requires the prioritization of skills development by both technical and vocational education and training (TVET) centers and universities, backed by data establishing the actual demands of the labor market. Since the productive sectors and the service industry form the backbone of the economy and provide employment, effective practical training, TVET centers and applied skills development in tertiary education should be prioritized to produce a labor force equipped with the skill sets required in the competitive marketplace. Skills that address clear deficiencies in agribusiness, livestock and fisheries value chains, renewable energy, health services, educational services, hospitality, telecommunications, construction, travel and banking and finance should be a national priority.

Ensure data-driven human capital development. Development in Somalia has been characterized by haphazard policies often designed in the absence of reliable data on the actual demands of the labor market. Without such data, students are left to their own devices with regard to their educational or vocational training choices, and many industries are plagued by poorly skilled workers.

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Skills that address clear deficiencies in agribusiness, exploitation of the livestock and fisheries value chains, renewable energy, health services, educational services, hospitality, telecommunications, construction, travel and banking and finance should be a national priority

To move away from the current trial-and-error approach to decision making, there should be an all-encompassing national effort by both the private and public sectors to adopt a systematic data collection and dissemination strategy, which will facilitate empirical data-driven policy and decision-making processes.

Introduce national internship programs. To equip graduating students with critical and market-driven applied technical skills, a national internship program should be instituted in which each graduating student is paired with a public or private sector employer for a period of time sufficient to acquire practical and applied skills necessary to secure employment.

National institutional reform: Reform FGS, FMS, and other government institutions so that they are efficiency-driven, appropriately focused, and aligned and responsive to the federal constitutional character and human capital development needs of the country. Current practice where each new Prime Minister haphazardly creates ministries should be replaced permanently by legally-instituted and functionally viable permanent government institutions that serve citizens' needs with an eye on the long term development priorities.

Change the cultural mindset. Critical segments of Somali society have traditionally shunned certain occupations as undignified or of lesser stature even though many are critical for progress, including applied trades such as leatherwork and ironwork. A mindset that discourages certain vocations is an obstacle to sustainable development. It is imperative that the FGS, FMS and educational and business leaders collectively develop a national campaign to raise the awareness of all Somalis about the importance of work and to emphasize that one's dignity is built on honest and earnest effort, regardless of the industry.

Establish core national values. Thirty years of state collapse have eroded civics and citizenship rights and responsibilities. The study finds that there is a need for systematic educational approaches that help citizens better understand their civic duties, inculcates a shared national identity and promotes strong moral values and civic pride.

Harmonize human capital development stakeholders. A representative national stakeholder forum should be established to implement these national human capital development strategies and ensure their sustainability. The stakeholder forum should serve as a collaborative platform and include representatives from national and federal member state governments, civil society, the business community and educational institutions.

Sector-Specific Human Capital Development Strategies

The proposed interventions do not specify ownership or programmatic and implementation lead roles. Likewise, listed potential stakeholders are not exhaustive but suggestive. The appropriate government entities will adopt implementation using their TORs.

Strategic Intervention Framework 1: Education

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Form a public-private partnership to establish a National Literacy Commission (NLC) charged with effectively coordinating and implementing a national literacy campaign

Strategy	Constraints	Potential stakeholders	Interventions
Implement an immediate five-year national literacy campaign to significantly increase literacy and numeracy skills	<p>Almost half of the Somali population cannot read or write, which makes Somalia one of the least literate countries in the world. A literate citizenry is essential for social, economic and human capital development. Empowering individuals to improve their reading, writing and basic numeracy enables them to become self-sufficient and productive citizens.</p>	<p>Ministries of Education, Culture and Higher Education FGS and FMS</p>	<p>Form a public-private partnership to establish a National Literacy Commission (NLC) charged with effectively coordinating and implementing a national literacy campaign</p>
		<p>Presidency PM Office and State Presidents (Political weight and awareness purposes)</p>	<p>Establish a durable national presence for literacy and numeracy programs using existing schools and places of worship where possible, and establish new literacy centers in villages or localities that have no schools</p>
		<p>Ministry of finance (FGS & FMS)</p>	<p>Partner with existing schools for literacy programs after school hours in all member states and Mogadishu</p>
		<p>Ministry of Planning, Investment and Economic Development (FGS & FMS)</p>	<p>Tailor applicable elements of the national curriculum for use in literacy and numeracy campaigns, with guides for implementation</p>
		<p>UN and International Education Partners</p>	
		<p>Education umbrellas, private schools</p>	

“
 Enlist core community institutions such as Qur’anic schools (where most early childhood education is provided) and provide training for Qur’anic teachers to imbed literacy and numeracy programs in Qur’anic school curricula

Strategy	Constraints	Potential stakeholders	Interventions
		Qur’anic schools for early childhood education and participation of national literacy campaign	Align national literacy programs to primary schools, provide participating schools with additional budgets and develop partnership models with private umbrellas playing an active role in management and supervision of literacy programs in schools
		Ministry of Religious Affairs (FGS and FMS);	Develop and distribute relevant learning and teaching materials for use by helping practitioners to address literacy with family and friends
		Public and private financing institutions	Conduct a broad campaign to recruit citizens who can read and write and provide them with modified guidelines and materials to deliver household-level literacy and numeracy programs across the country
		International partners	Enlist core community institutions such as Qur’anic schools (where most early childhood education is provided) and provide training for Qur’anic teachers to imbed literacy and numeracy programs in Qur’anic school curricula
		Philanthropic entities	Establish a partnership with ICT providers to adapt and promote technology-assisted leapfrogging in functional literacy to expand access and improve the quality of literacy program delivery
		Ministry of Post, Telecommunications and Technology (FGS & FMS)	Provide sturdy all-in-one computers with solar charging or affordable tablets preloaded with literacy and numeracy lessons for nomadic families to move around with and learn from
		Ministry of Information (FGS and FMS)	Develop public service messages for use by licensed public local and national radio and TV outlets, as well as private educational institutions, to partake in a campaign to promote literacy and numeracy

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Increase the numbers of competent, qualified and adequately paid teachers by 30% each year

Strategy	Constraints	Potential stakeholders	Interventions
Urgently increase access to education for school-age children	The baseline study indicates that three million Somali children, or about 70% of all school-aged children, are not in school. This has left them disengaged and susceptible to the influence of extremist elements. Over 12,000 new schools are needed across the country to accommodate out-of-school children.	Ministries of Education, Culture and Higher Education (FGS and FMS) Ministry of Information (FGS & FMS) Education umbrellas, Private schools, International partners	Enforce constitutional rights and legislation to provide universal compulsory free basic primary and secondary education in all public and government-aided schools with a target enforcement date of no later than 2025
			As an interim measure, petition for increased donor and private sector support through scholarships and grants to increase access to primary and secondary education for a million students each year starting from January 2021
			Establish a strategic Self Help (Iskaa Wax u Qabso) programs at the FMS level to construct new primary and secondary schools and rehabilitate existing ones, giving special priority to rural areas and disadvantaged districts, to expand access to and delivery of education
			Increase the numbers of competent, qualified and adequately paid teachers by 30% each year while ensuring that teacher recruitment, professional development, promotion and posting are adequately invested in and are based solely on merit
			Standardize and institutionalize teacher training arrangements, accreditation and certification procedures at the national level
			Establish a public awareness campaign for marginalized and disadvantaged communities on the importance and advantages of enrolling children in schools coupled with mentorship, incentives and scholarships

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 Implement policy
 and legal reforms
 to establish a
 guaranteed and
 government-funded
 right to accessible
 education for
 people with
 disabilities

Strategy	Constraints	Potential stakeholders	Interventions
Address equity in education for marginalized, vulnerable and underserved populations	Certain segments of the Somali population have little or no access to educational opportunities, including women and girls, marginalized groups, underserved communities (including IDPs and people with disabilities) and rural residents. This inequity can be attributed to cultural and social norms, socio-economic barriers and the absence or poor implementation of policies emphasizing inclusivity. This has serious implications for Somalia's sustainable and equitable development. Inclusive education ensures that everyone can participate in education, employment and economic opportunities.	Ministries of Education, Culture and Higher Education (FGS and FMS) Ministry of Information (FGS & FMS)	Adopt policy and legal reforms to provide equal educational opportunities for girls and boys
			Establish a measurable and results-oriented national public education and awareness campaign to promote girls' equal access to educational opportunities
			Allocate gender-based enrolment quotas of at least 30% in areas where enrolment has most marginalized girls, coupled with scholarships and education grants to promote women's basic education
		Education umbrellas private schools	Establish new schools and centers for learning in every IDP camp with specific budgets to ensure that IDP children have free access to schools and a high-quality education
			Develop and distribute customized or tailored learning and teaching materials that are tied to national curricula to ensure children in IDP camps receive a high-quality education
			Remove legal and administrative barriers to enrolment such as requirements for documentation that may not be available to IDPs
			Establish a specific focus on girls' enrolment in IDP education programs to prevent exclusion and discrimination
			Implement policy and legal reforms to establish a guaranteed and government-funded right to accessible education for people with disabilities
			Form an inter-governmental (FGS and FMS) ministerial taskforce to implement national disability policies supported by the national disability agency
			Establish an intergovernmental task force with the goal to create specific programming that addresses learners with complex disabilities like visual or hearing impairments and to develop accessible education tailored to their needs
Develop disability-oriented programs within mainstream educational facilities and provide employment-oriented vocational education for adult PWDs			

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 Direct the thousands of scholarships provided to the Somali government annually by friendly nations to meet the priority knowledge and skills development needs identified in the study (productive and services sectors)

Strategy	Constraints	Potential stakeholders	Interventions
Align tertiary education curricula with market needs, and productive sector growth	<p>The current higher education system is not adequately geared to promote competencies critical to the productive sectors of the economy. At present, higher education does not draw on labor market data to establish programs responding to emerging trends for employable skills. Higher education should play a crucial role in Somalia's economy by providing a competent, well trained and educated workforce. To do so it must align program development with data on labor market needs</p>	Ministry of Education, Culture and Higher education (FGS & FMS)	Align higher education coursework with productive sector (agriculture, livestock and fisheries) and service industry skills needs to increase the prospect of graduates getting jobs.
		Ministry of Labor and Social Affairs (FGS & FMS)	Incorporate courses on entrepreneurship, business planning and management into higher education programs for students to explore possibilities for self-employment
		Ministry of Commerce and Industry (FGS & FMS)	Establish collaboration between the commission and private sector market players to provide sound advice on how to produce skilled and competent graduates
		Higher education institutions Education umbrellas	Align scholarship incentives with hard-to-fill programs relevant to productive sectors such as agriculture, fisheries and provide guaranteed employment pending satisfactory course completion
		Chamber of commerce	Direct the thousands of scholarships provided to the Somali government annually by friendly nations to meet the priority knowledge and skills development needs identified in the study (productive and services sectors)
		Private sector employers	Establish a cross-cutting commission among relevant ministries such as education, labor and commerce at the FGS and FMS level to advise higher education sector planning informed by data-driven trends and projected needs in the workforce

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 Incorporate TVET courses and subjects into primary and secondary education to educate students about the importance of technical and vocational skills at a young age

Strategy	Constraints	Potential stakeholders	Interventions
Develop TVET as a national priority to promote employment and productivity	Somalia's current TVET system is fragmented and suffers from a lack of integration and coordination with the marketplace. TVET programs experience low enrollment rates, a lack of qualified teachers and trainers and poor governance and program management, all leading to a public perception that TVET has limited value. Effective TVET can play an important role in the fight against poverty and spur economic growth, but if TVET is not aligned to market demand, graduates become discouraged at the lack of reward for their efforts. Efforts to increase the efficiency and effectiveness of TVET should be responsive to the present and future needs of the country's workforce	Ministry of Education, Culture and Higher education (FGS & FMS)	Align the TVET curricula with the mainstream educational system, with coursework benefiting from insights on market demand (skills sought by employers) aligned with key productive sectors and national economic growth strategies
		Ministry of Labor and Social Affairs (FGS & FMS)	Promote synergies among private sector, commerce and education to inform overall TVET offerings
		Public and private TVET schools	Incorporate TVET courses and subjects into primary and secondary education to educate students about the importance of technical and vocational skills at a young age
		International Development Partners	Establish a national steering committee with involvement from the FGS and FMS, educational institutions and industries to evaluate, streamline and rehabilitate existing TVET schools and centers, and establish a strategic plan to add new TVET institutions, prioritizing alignment with regional or district-specific economic advantages
			Actively involve the productive sectors in promoting TVET systems and providing tailored learning, internships and apprenticeships
			Provide TVET scholarships to attract and encourage students in ways that are aligned to labor market needs
			Hold promotional events and campaigns highlighting the benefits of TVET and its links to viable career paths in national priority sectors
			Provide competitive salaries or employment schemes for TVET workers, whether in public or private employment, to boost the image of TVET

Strategy	Constraints	Potential stakeholders	Interventions
Implement an education system based on core national values	<p>The current education system does not offer well-structured civics education that encourages learners to establish a strong national identity, fosters a sense of civic pride and communal moral values and produces responsible citizens. Civic education focused on strong moral values, patriotism, responsible citizenship and respect for one's rights is fundamental to peace and social development</p>	Ministry of Education, Culture and Higher education (FGS & FMS)	Incorporate civic education courses (for example government, history, law and culture) and core national values (patriotism, Islam, leadership and students' rights and responsibility) into curricula with a greater focus on unity and fostering stronger bonds among students
		Ministry of Information (FGS & FMS)	Develop extra-curricular activities that encourage students to participate in civic endeavors such as current events, volunteer work and activities that focus on good governance, upholding the rule of law and patriotism, as a prerequisite for graduation
		Education umbrellas and other private education stakeholders	Conduct national awareness campaigns on the importance of civic education to be shared via media platforms
		Civil society	Develop teacher training programs on civic education so that civic educators are properly trained to understand and appreciate the importance of, and need for, imparting core national values to students
			Adopt participatory approaches to developing civic education, giving a role to parents and member states

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 Adopt participatory approaches to developing civic education, giving a role to parents and member states

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 Establish a National Qualification and Accreditation Council (NQAC) comprising a national basic education council, a higher education commission, a TVET council and a national examination board. The NQAC would be responsible for reviewing existing knowledge and skills standards and developing new ones

Strategy	Constraints	Potential stakeholders	Interventions
Adopt a unified National Qualification framework (NQF) that provides standardized measures of knowledge acquisition and skills mastery	<p>Qualification frameworks are globally regarded as all-encompassing tools to guide systematic approaches to human resources development. At present, the national education system does not apply a national accreditation or national qualification framework (NQF) to assess the quality of educational institutions and the programs they offer. Although neighboring countries adhere to the East African Community Qualifications Framework for Higher Education, Somalia does not measure qualifications in any standardized way.</p> <p>The establishment of a centralized NQF will elevate education and training to require commonality in meeting standards and outcomes.</p>	Ministry of Education, Culture and Higher education (FGS & FMS)	Establish a National Qualification and Accreditation Council (NQAC) comprising a national basic education council, a higher education commission, a TVET council and a national examination board. The NQAC would be responsible for reviewing existing knowledge and skills standards and developing new ones
		Education umbrellas	Ensure stakeholder participation in the design and implementation of an NQF that includes such areas as a single system of levels for all qualifications, qualifications based on standards, modular or unitized qualifications, assessments based on explicit criteria, a national system of credit accumulation and transfer, a common approach to describing qualifications, and a common classification system for subjects and occupational sectors
		Higher education institutions	The NQAC should be responsible for reviewing entry qualifications and selection methods for all cadres in education
		Association of Somalia Universities	All tertiary and vocational educational institutions should be required to register within the NQF, and no institution (private or public) should be allowed to operate without an accreditation certificate
		Somali Research and Educational Network	The NQF should have at its core the objective to enhance transparency, comparability and recognition of qualifications across the country

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 Finalize the
 constitution and
 demarcate roles
 and responsibilities
 for all levels of
 government

Strategy	Constraints	Potential stakeholders	Interventions
<p>Harmonize education stakeholder efforts to create synergy in education governance.</p>	<p>The education sector suffers from legal ambiguities over FGS and FMS jurisdictions, fragmented governance, lack of structure, poor coordination and lack of harmonization among education stakeholders. Where harmonized efforts are absent, stakeholders are less effective. Coordination among the FGS, FMS and public and private institutions is key to achieving a common agenda and improving outcomes</p>	<p>Ministry of Education, Culture and Higher education (FGS & FMS)</p>	<p>Develop a national core working group or institution for human capital development and establish sector-appropriate reporting structures anchored by relevant ministries, civil society, the private sector and the donor community</p>
		<p>Education umbrellas</p>	<p>Finalize the constitution and demarcate roles and responsibilities for all levels of government</p>
		<p>Higher education institutions</p> <p>Association of Somalia Universities</p> <p>Somali Research and Educational Network</p>	<p>Until the provisional constitution is finalized, urgently make interim agreements among ministries of education at the national and FMS levels as well as private sector actors</p>

Strategy	Constraints	Potential stakeholders	Interventions
<p>Institute systematic educational data collection and dissemination strategies</p>	<p>There is a widespread lack of capability, commitment and awareness when it comes to education data collection. Surveyed stakeholders were often unaware of how to obtain data, provided incomplete data when it is available, and were broadly unaware of how critical data is to policy and planning. Availability of, and access to, accurate and timely data is critical for sound policymaking. Without reliable data, it is difficult to plan and direct resources to education development</p>	<p>Ministry of Education, Culture and Higher education (FGS & FMS)</p> <p>Ministry of Planning, Investment and Economic Development (FGS & FMS)</p> <p>National Bureau of Statistics</p> <p>Education umbrellas</p> <p>Private education institutions</p> <p>Somali Research and Educational Network</p> <p>International development partners</p> <p>Other Research institutions</p>	<p>Provide government-wide linkages to the MoPIED and National Bureau Statistics to provide expert advice on improving education data collection</p> <p>Set national education development performance indicators (e.g. enrolment, quality, teacher-student ratio) to promote standardized achievement levels in education, facilitate analysis of education data by key stakeholders and publish an annual digest to inform policy decisions</p>

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 From 2021, increase the federal budget allocation for education to achieve a goal of 25% or more of total federal and state government expenditures by 2025

Strategy	Constraints	Potential stakeholders	Interventions
<p>Allocate adequate financial resources to the HCDM proposed priority areas for education</p>	<p>The FGS and FMS allocate a smaller proportion of government expenditures to education than other developing nations and regional peers. Access to, and quality of, education are not likely to improve without adequate resources. Investing in education development is a cornerstone of the national commitment to human capital development and a prerequisite for quality education</p>	<p>Ministry of Finance (FGS & FMS)</p>	<p>From 2021, increase the federal budget allocation for education to achieve a goal of 25% or more of total federal and state government expenditures by 2025</p>
		<p>Ministry of Education, Culture and Higher education (FGS & FMS)</p>	<p>Report on separate and distinct allocations of total public expenditure to primary, secondary and tertiary education to promote transparency and clearly identify differentiated budgetary commitments by educational level</p>
		<p>Ministry of Planning, Investment and Economic Development (FGS & FMS)</p>	<p>Establish a charitable giving facility to secure targeted donations for education from the private sector, diaspora, philanthropists and other giving communities tied to transparent, concrete and specific deliverables</p>
		<p>UN and International Education Partners</p>	<p>Establish an independent oversight board with the mandate to provide transparency and checks and balances for the responsible use of public and private educational expenditures and to publicly address any concerns over mismanagement of educational funds</p>
		<p>Education Umbrellas</p>	
		<p>Private education institutions</p>	
		<p>International partners</p>	

Strategic Intervention Framework 2: Health

Objective 1

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
Find an urgent and sustained solution for the unacceptable health work force shortages and skills gaps	Activity 1.1: Train mid-level professionals, prioritizing midwives, nurses, sanitarians and allied health technicians in the fields of laboratory technology, pharmacy, X-ray and anesthesia, emergency medical technicians, psychiatric technicians, cardiovascular and electrocardiogram technicians, dental technicians, ophthalmic technicians, health equipment maintenance technicians, clinical officers.	2,000 new mid-level professionals and trained (pre-service) 3,000 mid-level professionals provided in-service training per year	Shortage of health workforce reduced; skills gaps improved	Short-term	MOH, MoEHE, MoF, MoPIC, development partners
	Activity 1.2: Training junior doctors through a scholarship scheme for specialization at selected local universities and in the region.	300 junior doctors provided scholarships, trained	The number of specialist physicians increased	Short-term	
	Activity 1.3: Develop public-private partnerships to contract out the training of junior doctors at accredited local universities while offering them necessary technical and financial assistance.	Ten local health education institutions trained junior doctors	The number of doctors increased, and quality improved	Short-term	MOH, MoEHE, MoF, MoPIC, development partners
	Activity 1.4: Recruitment of expatriate physicians (salaries paid by externally funded projects) to provide on-the-job training to Somali junior doctors.	100 expatriate physicians recruited (Somali and non-Somali)	On-the-job training provided to local doctors. Skills and knowledge of local doctors enhanced	Medium-term	
	Activity 1.5: Training of Female Health Workers (Murwo Caafimaad).	2,500 FHWS trained	Maternal Child mortality reduced and primary health services improved through non-formal care providers	Short-term	MoH, MoF, development partners
	Activity 1.6: Allocate adequate funds for training, deployment and retaining of female health workers (FHWs) and fully integrate them into the health system.	FHWs made a priority and fully integrated into the health system	States/regions train/produce and maintain the required number of FHWs	Short-term	-MoH, development partners
	Activity 1.7: MoHs to liaise with local health education institutions in all states and regions to train FHWs and to provide necessary technical support.	A working relationship between MoHs and local health training institutions reached	Local health education institutions able to train FHWs	Short-term	MoH, MoEHE, development partners

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Allocate adequate funds for training, deployment and retaining of female health workers (FHWs) and fully integrate them into the health system

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 Introduce national service for health workers whose training is fully or partially sponsored by the government. Workers must agree to serve the public health sector in their own communities for a period at least equivalent to the length of their training program

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
	Activity 1.8: Training of health workers on water, sanitation and hygiene (WASH) promotion, emergency and trauma care, capacity enhancement on primary and secondary prevention and management of chronic NCDs including mental health, primary eye care, dental care and oral health	-In-service training plans are put in place and the health workforce trained	Skill gaps improved Availability of health workers on WASH increased	Short-term	MoH, development partners
	Activity 1.9: Build MOH's capacity in designing and implementing CPD programs on maternal, neonatal and child health and nutrition.	-CPD programs planned and implemented correctly by states/regions	-Maternal, neonatal and child health and nutrition service improved -The pool of skilled health workers expanded	Short-term	MoHs, development partners
	Activity 1.10: Create a conducive and sufficiently equipped environment for continuing education by establishing a fully functional Human Resource Development Centre at the federal government's MOH premises and smaller adequately equipped training centers in all member state capitals.	-Human Resource Development Centre built and functioning at the federal level and smaller centers built and functioning in member states	Health worker get in-service training at their locations/in their states Skills gaps reduced	Medium-term	MOHs, MoF, development partners
	Activity 1.11: Introduce national service for health workers whose training is fully or partially sponsored by the government. Workers must agree to serve the public health sector in their own communities for a period at least equivalent to the length of their training program.	-More workers in the health sector in numerous locations, particularly during emergencies and serving the vulnerable in communities	Shortage of qualified health workers improved Service delivery to the needy population	Medium-term	MoHs, MoEHE, health training institutions
	Activity 1.12: Establish at least one public health education institution (government-owned) in every federal member state and the Banadir region	-Government-owned health training institution re-established at the state/region level	Health training decentralized, quality enhanced and quantity increased	Long-term	MoH, MoF, Development Partners
	Activity 1.13: Engaging health professionals of Somali origin in the diaspora to strengthen local healthcare services and health education sector.	-200 health professionals engaged	Knowledge and skills transferred to the local staff and institutions	Short-term	
	Activity 1.14: Allocate time and resources to influence the perception of the impact of HRH investments.				

Objective 2

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
Put in place sound health policy	Activity 2.1: Pre-service education to health sector needs	<ul style="list-style-type: none"> -The ratio of graduates of pre-service training programs to projected on demand by type of health worker - Pre-service curricula and educational approaches updated periodically (e.g. every three years) to produce health workforce equipped with necessary skills and knowledge -In-service training coordination and evaluation mechanisms in place -Master trainers and tutors for the different in-service training programs developed 	Availability of different health workers in various specialties increased	Short-term	MoEHE, MOH, HPC, health training institutions
	Activity 2.2: In-service training (focus on e-health and blended continuing education)	<ul style="list-style-type: none"> -Required technology, training curriculum, operational and clinical guidelines and other instructional materials provided -E-health distance learning introduced -National qualification and accreditation authority with a regulatory body established and functional -Health authorities encourage and support the planning and implementation of e-learning and on-line distance learning in a manner that is conducive to the context and needs of the sector as these opportunities will provide access to quality learning for health workers living in remote and hard to reach areas through the use of IT technologies 			
	Activity 2.3: Capacity of training institutions	<ul style="list-style-type: none"> -The capacity of training institutions enhanced through investment in the infrastructure of educational institutions. -offer necessary technical assistance with a focus on courses, standardization, accreditation of teaching environments including clinical training settings, and curricula development; teachers training and the provision of the required learning tools - Existing facilities and equipment for health worker training in hospitals improved -Necessary in-service training spaces, learning aids and equipment put in place/ upgraded 			

Objective 3

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Develop
nation-wide
professional
standards,
licensing and
accreditation

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
Put in place sound health policy	<p>Activity 3.1: Develop nation-wide professional standards, licensing and accreditation</p> <p>Activity 3.2: Develop authorized scopes of practice for health cadres</p> <p>Activity 3.3: Enhance political, social and financial decisions and choices that impact HW</p> <p>Activity 3.4: Develop employment law and rules for civil service and other employers</p>	<p>-Inclusive National Health Professional Council representing the whole country established</p> <p>-Scopes of work practice for health professionals developed.</p> <p>-HW issues are mainstreamed and well-taken care of through established partnership between the ministries of health, the education sector and the health professional associations and NHPC achieved</p> <p>-Employment law and rules for civil service and other employers established</p>	<p>Legislation and regulations and guidelines for conditions of employment, work standards, and development of the health workforce established and made operational</p>	Short-term	MoHs, HPCs, HPA, development partners

Objective 4

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Provide incentive
packages to attract
workers to rural
and remote areas

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
Enhance the retention and management of the health workforce	<p>Activity 4.1: -Improve retention of health workers particularly in rural and remote areas through increasing salary scales</p> <p>Provide incentive packages to attract workers to rural and remote areas</p> <p>Activity 4.2: Establish nation-wide transparent rules and regulations for recruitment</p> <p>Activity 4.3: Ensure gender equality at the workplace and better working conditions</p>	<p>-Salary scales increased, particularly in remote rural areas</p> <p>-Incentive packages provided</p> <p>-Fair selection, hiring process put in place</p> <p>-HW gender mainstreaming achieved</p>	<p>- Quality of HW taken care of</p> <p>-Equal employment opportunity upholds</p>	Medium-term	MoHs, MoF, development partners

Objective 5

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Improve the overall financing of the health sector

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
Improving the overall financing of the health sector	<p>Activity 5.1: Improve HW salaries and allowances</p> <p>Activity 5.2: Carry out budgeting and projections for HRH intervention resource requirements, including education and incentive packages</p> <p>Activity 5.3: Increase fiscal space through mobilizing financial resources by the government, private sector, development partners and donors</p>	<p>-Salaries and allowances competitive in the local labor market</p> <p>- Salaries and allowances equitable between different categories of health workers</p> <p>- National health counts routinely collect data on health worker expenditure</p>	Adequate funding for health workers is allocated and disbursed	Medium-term	MoF, development partners

Objective 6

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Establish multi-stakeholder cooperation (inter-ministerial committees, health worker advisory groups, and donor coordination groups)

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
Establish partnerships	<p>Activity 6.1: Establish multi-stakeholder cooperation (inter-ministerial committees, health worker advisory groups, and donor coordination groups)</p> <p>Activity 6.2: Develop public-private sector agreements/arrangements</p> <p>Activity 6.3: Develop community involvement in care, treatment and government of health services</p> <p>Activity 6.4: Establish HW multi-stakeholder forum (inaugural then meeting bi-annually) through which partnerships are strengthened, funds raised, collaboration made and progress monitored</p>	<p>- Mechanisms put in place for coordination including key ministries, donors, service providers including private sector providers and professional associations</p> <p>-Agreements put in place between MoH and other health providers</p> <p>-Mechanisms put in place to involve communities in health services</p>	Formal and informal partnership between the key stakeholders in support of health workers achieved	Medium-term	MoHs, development partners, Private sector

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 Develop the
 capacity for
 leadership and
 management

Objective 7

Strategy	Activity	Targets	Outcomes	Timelines	Responsible
Enhance the leadership and management of the health workforce	Activity 7.1: Develop the capacity for leadership and management Activity 7.2: Strengthen the health professional associations to guide their constituencies	-The capacity development program for top leadership and managers developed -Health professional associations capacity in guidance of constituencies enhanced	-The capacity of the leadership to provide direction, mobilize resources and plan, organize and guide the health workforce achieved - Health professional associations are well capacitated	Long-term	MoH, MoF, Dev. Partners

Strategic Intervention Framework 3: Labor

Strategy	Constraints	Potential stakeholders	Interventions
Designate youth unemployment as a national crisis and embark on large-scale employment generation initiatives	Somalia's youth unemployment is reported to be over 70%, resulting in persistently high levels of poverty, irregular and dangerous migration and increased recruitment by radical groups. Inadequate investment in youth employment in the private and public sectors, skills mismatches, a lack of soft skills and backward societal attitudes towards some professions are among key constraints to youth employment	Ministry of Labor and Social Affairs (FGS and FMS)	Align efforts among policy-makers, donors and other stakeholders from high-growth industries to promote skills training and job matching in the service sector, telecommunications, finance and banking, hospitality and food services
		Ministry of Commerce and Industry (FGS and FMS)	Promote investment in critical infrastructure to promote access to essential services and increase the ease and lower the cost of doing business
		Ministry of Planning, Investment and Economic Development (FGS and FMS);	Increase access to high-quality business development services and entrepreneurial skills training to modernize and make more competitive micro, small and medium-sized enterprises (MSMEs) and new start-ups
		National Civil Service Commission;	Increase access to credit and finance schemes for MSMEs and align them with business development services and entrepreneurial skills training
		Chamber of Commerce	Revitalize and develop public works programs to create jobs for unskilled workers and provide technical skills training, internships and apprenticeships
		International development partners	
		Local and Foreign investors	
		Local and international NGOs	

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 Increase access to credit and finance schemes for MSMEs and align them with business development services and entrepreneurial skills training

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Align national
internship
programs with
TVET to provide
applied skills
experience to
the public and
private sector,
help students
demonstrate skills
and improve direct
employment or
self-employment

Strategy	Constraints	Potential stakeholders	Interventions
<p>Align TVET with the labor demands of nationally prioritized productive and service sectors</p>	<p>Productive industries have difficulty finding skilled workers, citing skills mismatches and jobseekers who overstate their qualifications and lack demonstrable skills. Students often choose coursework that is not aligned with labor market demand and higher education institutions put minimal effort into career counseling based on labor market data. Students are not directed toward the most productive sectors of the economy such as agriculture, livestock and fisheries</p>	<p>Ministry of education, culture and higher education</p>	<p>Coordinate efforts among MoPIED, MoLSA, and MoECHE, to establish labor demand data for graduates from accredited universities to align the supply of graduates with actual demand</p>
		<p>(FGS & FMS)</p>	<p>Prioritize the provision of transparent earmarked budgets to attract and invest in professional training for areas of national importance such as medical services</p>
		<p>Ministry of Labor and Social Affairs (FGS and FMS)</p>	<p>Implement career counseling strategies at educational institutions that are harmonized with FGS and FMS strategies to promote growth in key productive and service sectors and align skills training with labor market needs</p>
		<p>Education umbrellas</p>	<p>Introduce industry-specific job placement centers aligned with industry associations, chambers of commerce and other relevant actors with knowledge of market demand</p>
		<p>Private TVET schools</p>	<p>Align national internship programs with TVET to provide applied skills experience to the public and private sector, help students demonstrate skills and improve direct employment or self-employment</p>
		<p>International partners</p>	

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Provide incentives such as tax breaks, conditional access to government contracts and national recognition to employers who hire workers with disabilities

Strategy	Constraints	Potential stakeholders	Interventions
Strengthen existing national labor policies and develop new ones to protect and promote the employment rights of the marginalized and disadvantaged individuals and/or groups	High unemployment and intense competition for paid work, combined with employers' cultural biases and prejudices toward the disabled as well as unwillingness to extend additional efforts to workers requiring additional time, attention or accommodation has resulted in discrimination, barriers and marginalization	Ministry of Labor and Social Affairs (FGS and FMS)	Promote legislation to combat employment discrimination, including protection and affirmative action for women, PWDs, IDPs and other marginalized groups, accompanied by national education campaigns on inclusive employment, including those to increase awareness of women's rights under civil as well as Islamic law
		Ministry of Women and Human Rights (FGS & FMS)	Provide incentives such as tax breaks, conditional access to government contracts and national recognition to employers who hire workers with disabilities
		National civil Service Commission	Establish gender-specific and targeted class indicators and require employers to report employment data to ensure compliance with anti-discrimination legislation
		Labor unions	Promote access to finance for business owners who are women, PWDs, or otherwise marginalized via established micro-lenders, the newly formed Gargaara Apex Development Finance Institution or other qualified and capable sources of finance at the national and FMS level
		Chamber of commerce	Establish guidance for employers on evaluating disabled applicants' qualifications for employment
		Civil society	Encourage employers to promote equal opportunity recruitment approaches that allow PWDs to reach the interview stage and receive a reasonable and appropriate evaluation of their abilities

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 Establish an independent ombudsperson under the MoLSA to hear labor complaints and provide recommendations to remediate unfair hiring practices

Strategy	Constraints	Potential stakeholders	Interventions
Promote transparent merit-based recruitment practices to overcome nepotism, favoritism and cronyism in employment	The prevalence of nepotism, favoritism and cronyism in the public and private sectors causes job seekers to become disillusioned and discouraged when personal connections, not professional qualifications, make the difference in hiring decisions	All ministries and departments (FGS and FMS)	Establish guidelines for online job boards that match openings to skill sets and qualifications independent of personal affiliations and adopt best practices to ensure equal opportunity
		National civil Service Commission	Establish industry-specific skills verification frameworks that certify qualifications, and encourage employers to require such certifications, thereby rewarding qualifications over connections
		Chamber of commerce	Establish legislative safeguards to require transparency in recruitment processes and restrict nepotistic or clan-related appointments
		Private sector employers	Establish an independent ombudsperson under the MoLSA to hear labor complaints and provide recommendations to remediate unfair hiring practices
		NGOs	
		International partners	
Strategy	Constraints	Potential stakeholders	Interventions
Develop and promote effective regulations and policies to guide labor markets, spur job creation and protect workers' rights	Employment and labor laws need to be reviewed and harmonized to produce an environment that promotes flexibility, competition, productivity, improved terms and conditions of employment and equal employment opportunities. Ineffective labor laws, the absence of unified labor policies and the lack of legal enforcement are key impediments to employment creation	Ministry of Labor and Social Affairs (FGS and FMS)	Develop, adopt, review and enforce federal and state labor laws and regulations to ensure appropriate coverage and protection of all categories of workers (public and private)
		National civil Service Commission	Update and enforce laws and policies that protect local jobs for qualified Somali citizens
		Labor unions	Develop, review and harmonize existing labor laws and policies in consultation with stakeholders
		Chamber of commerce	
		Private sector employers	
		Civil society	

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Establish effective collaboration among federal and state governments as well as other stakeholders in collecting and disseminating labor data

Strategy	Constraints	Potential stakeholders	Interventions
<p>Strengthen the regular collection and dissemination of comprehensive national labor and employment data</p>	<p>Scarce and inaccurate data is a major impediment to the labor sector. Foreign and domestic investors presently lack reliable access to the data they need, and in its absence they are cautious and often stay on the sidelines rather than investing in ventures that would create employment.</p>	<p>Ministry of Planning, Investment and Economic Development (FGS and FMS)</p> <p>Ministry of Labor and Social Affairs (FGS and FMS)</p> <p>National Bureau of Statistics</p> <p>National civil Service Commission</p> <p>Chambers of commerce</p>	<p>Increase support for national labor data collection through collaboration with a National Bureau of Statistics and relevant employers from the private and public sectors</p> <p>Establish effective collaboration among federal and state governments as well as other stakeholders in collecting and disseminating labor data</p> <p>Establish regular reporting requirements through online portals or other methods for educators, employers and other stakeholders to file updates</p>

Strategic Intervention Framework 4: Agriculture

Strategy	Constraints	Potential stakeholders	Interventions
Develop demand driven technical and vocational education and training (TVET) schools and capacity building programs for the agriculture and livestock sector	<p>Young graduates seeking employment are poorly equipped to apply even basic technical skills in the agriculture and livestock sectors. Severe shortages were found in the baseline study underscoring a lack of knowledge to apply modern agriculture research, extension, climate smart agriculture, farm management and agriculture input technologies. Those involved in academic coursework lack hands on applied skills development in the form of apprenticeships or internships.</p> <p>Though agricultural technology is evolving at a fast pace, without qualified technicians who understand and apply these technologies, Somalia cannot improve its outcomes or competitiveness in the region and around the world</p>	FGS, FMS, MoAG,	Develop technical and vocational education and training (TVET) schools and capacity building programs for the agriculture and livestock sector. The TVET schools must target skills required in the market since this is a necessity for job creation and economic growth
		FGS, FMS, MoEHE and MoAG	Establish formal internships or apprenticeships for students studying at universities to provide applied experience critical to meet the needs of the industry.
		the private education sector, higher education institutions	Develop curricula for the agricultural and livestock technical schools relevant to the Somali context and responsive to the market needs. Training should be hands-on, make use of the latest agricultural technologies and cover entrepreneurship and farm management

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Establish formal internships or apprenticeships for students studying at universities to provide applied experience critical to meet the needs of the industry

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 Support English language training centers as part of, or adjunct to, the academic institution in order to increase the student's competitiveness. Require all local universities to provide - during the first year of the study - an advanced, standardized and internationally accepted English language proficiency (TOEFL, IELTS) test

Strategy	Constraints	Potential stakeholders	Interventions
		FGS, FMS, MoEHE and MoAG Fisheries cooperatives	<p>Recruit qualified teachers or professionals specialized in agriculture and veterinary sciences, including laboratory activities, to provide capacity development programs</p> <hr/> <p>Support English language training centers as part of, or adjunct to, the academic institution in order to increase the student's competitiveness. Require all local universities to provide - during the first year of the study - an advanced, standardized and internationally accepted English language proficiency (TOEFL, IELTS) test</p> <hr/> <p>Establish partnerships between universities and employers, private and public, to offer internships in agriculture /veterinary research, technology testing and transfer and introduction of innovative technologies</p>

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 Establish entrepreneurship and farm management and animal husbandry programs to train/provide agro-entrepreneurs who are competent in technology and agro-business

Strategy	Constraints	Potential stakeholders	Interventions
Develop and enhance practical and technology-enabled higher education in agriculture and animal husbandry, supported by an appropriate curriculum and policies and regulations, in order to produce qualified graduates	<p>The study found chronic and pervasive deficiencies in applied, technology-enabled agriculture and animal husbandry in higher education</p> <p>Institutes of higher learning lack appropriate laboratory facilities, qualified instructors, experimental farms and a relevant curriculum</p>	FGS, FMS, MoE and MoAG	Since the NDP-9 prioritizes productive sector capacity development, the FGS and FMS should invest in technology-enabled, practical education as well as reforming the policy regulatory framework
		FGS, FMS, MoE and MoAG, HEIs, TVET schools	Transition agriculture and animal husbandry teaching institutions from theory only to include applied training complete with laboratories and experimental farms so as to equip students with marketable skills
			Establish entrepreneurship and farm management and animal husbandry programs to train/provide agro-entrepreneurs who are competent in technology and agro-business
			Agriculture and veterinary science institutions must adopt and adhere to standardized quality control measures. The FGS Higher Education Commission should oversee and accredit higher educational institutions to ensure the quality of education.
			To address capacity gaps, the FGS should give highest priority to the agriculture (farming, livestock and, and fisheries) departments of the Somali National University along with sufficient funding to recruit qualified staff and establish adequate facilities. These departments could be made accessible to students from other universities accredited by the Ministry of Higher Education
Encourage institutions of higher learning to establish undergraduate degree courses in four progressive levels of education (i.e. certificate, diploma, associate degree and full degree) in order to enhance student employability and job prospects, and to alleviate the problem of practical skills shortages in the sector			

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Facilitate small grants and loans to encourage local production

Strategy	Constraints	Potential stakeholders	Interventions
Prioritize investment in infrastructure to achieve food security	Somalia suffers from chronic food insecurity despite the abundance of fertile farmlands and rivers which flow into the ocean, and abundant livestock. Cyclical droughts and floods condemn close to 80% of the Somali people to life below the poverty line where half of the population survive on humanitarian aid and the rest remain import-dependent for food	FGS, FMS, MoE and MoAG	Initiate a national program for building small dams and water catchments in rangelands
			The FGS and FMS should introduce policies to incentivize (i.e. tax exemptions) staple food production
			Re-introduce the Jowhar basin rice fields for food security, import reduction and employment opportunities
			Prevent aid agencies from dumping food staples into the local markets which depresses local production
			Governments should prioritize the training of irrigation and water conservation engineers and technicians
		MOECHE and MOF, MPTT	Introduce the wide-scale adoption of water conservation technologies including drip irrigation and other advanced agricultural technologies
			MOF and MOCI
		Facilitate small grants and loans to encourage local production	
		Invest in the utilization of renewable energy (solar and wind) to offset the high cost of electricity production and usage	

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 Improve availability of high quality livestock feeds and water by constructing and rehabilitating water dams to store and utilize water during the dry season

Strategy	Constraints	Potential stakeholders	Interventions
Invest in and develop livestock production, export, infrastructure and the value chain for economic growth and job creation	With an estimated 50 million livestock, Somalia produces enough meat for local consumption. Livestock exports account for the largest source of hard currency for the country. That said, the study found that the sector is still highly underdeveloped and requires significant attention to animal health, critical infrastructure for optimal animal husbandry, value chain development and market expansion	Ministry of Livestock, Forestry and Range	Improve availability of high quality livestock feeds and water by constructing and rehabilitating water dams to store and utilize water during the dry season
		Livestock cooperatives	Establish animal pest and disease control systems by developing animal disease surveillance and vaccinations
		Investment Agency under the Ministry of Planning, Investment and Economic Development (MOPIED)	Train livestock producers on forage and pasture conservation and on farm feed formulation
			Develop programs and projects for investment by public and private sector to enhance investment in the livestock sector
		MOF and FGS, FMS, MoAG	Conduct local, regional and international livestock investment promotion campaigns
		Ministry of Information, MoAG	Promote livestock entrepreneurship incubation models in order to create reservoirs and generate momentum for fully participating in livestock enterprises
		MPTT, MoAG	Promote partnerships with ICT companies to develop innovations for livestock marketing, information sharing and other services including financial transfers, disease reporting and extension
		Ministry of Information, MoAG	
		FGS, FMS, MoE, MoAG, Ministry of Veterinary	Promoting attitude/mind-set change to catalyze the commercialization of traditional livestock systems. The media can be employed to disseminate messages that encourage the adoption of a more commercialized system of livestock production
			Establish or reorganize Institutional arrangement to enhance efficiency and effectiveness of livestock sector

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 Establish
 a National
 Environmental
 Agency. The
 agency should
 be the lead
 environmental and
 climate agency
 responsible for
 the development
 of early warning
 and disaster
 preparedness
 and response
 mechanisms for
 drought, floods and
 other emergencies

Strategy	Constraints	Potential stakeholders	Interventions
Institute rigorous and aggressively enforced environmental protection policies	Poor environmental management practices have led to natural resource degradation in many areas of the country. There are a lack of protections/restrictions to the use of the resources, ineffective law enforcement, deteriorating role of traditional institutions, poor soil and water conservation practices and inappropriate use of chemical fertilizers and pesticides on some farms. Natural shocks including climate change, drought and flooding have a significant impact on the process of agricultural and livestock development	Directorate of Environment, OPM	Complete, harmonize and enforce existing draft of national environment policy to safeguard environment against degradation and deforestation
		Ministry of Humanitarian and Disaster Preparedness	Establish a National Environmental Agency. The agency should be the lead environmental and climate agency responsible for the development of early warning and disaster preparedness and response mechanisms for drought, floods and other emergencies
		Ministry of Water and Energy	Promote environmental awareness among all stakeholders, particularly agricultural and livestock communities, stressing the importance of environment, and of the necessity for rational resource use
		International partners/donors	Develop national and regional centers and programs designed for the conservation of soil and rangelands for livestock sustainability
		Environmental NGOs	Prioritize and invest in water conservation programs and projects including the construction of water catchments and water management systems along the Shabelle and Jubba Rivers.

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 Support newly graduating students with micro-grants or with a credit scheme to help them establish self-employment in the agriculture/livestock sector. Businesses can be established in areas such as agri-vet shops, animal vaccination, greenhouse operations, drip irrigation kits and providing extension services to identify and control outbreak of diseases and insects

Strategy	Constraints	Potential stakeholders	Interventions
Create jobs, stimulate the economy, contribute to food security, and prioritize quality local production to discourage imports through improved policies, protections, expanded markets, investments and innovation	Employment in the agriculture and livestock sectors, particularly among graduating students as well individual farmers, is hampered by insecurity, lack of investment, relevant practical training and local food production protection policies	FGS and FMS, MoAG, MoL, agriculture cooperatives, private sector, investment banks	Support newly graduating students with micro-grants or with a credit scheme to help them establish self-employment in the agriculture/livestock sector. Businesses can be established in areas such as agri-vet shops, animal vaccination, greenhouse operations, drip irrigation kits and providing extension services to identify and control outbreak of diseases and insects
		MoAG, Ministry of Commerce and Industry, Ministry of Water and Energy, Ministry of Veterinary	Support continuing education schemes to enhance agriculture and animal husbandry skills for students and individual farmers
			Encourage the establishment of urban agriculture such as a drip irrigation program for vegetable production and ornamental plants to generate employment for recent graduates with limited access to rural agriculture
			Develop better product development and packaging as well as quality control skills to increase marketability
			Develop sophisticated branding and diversify agricultural and livestock international markets
			Provide water catchments to preserve rain water for the dry season.
			Revitalize rangelands for reserves and grazing management
Coordinate with relevant ministries to incentivize new business development in areas of national strategic interest/need such as establishing animal health clinics, agrovet shops, water conserving, irrigation promotion, greenhouse operations, development of qualified extension services to encourage better crop practices and to identify and control outbreaks of diseases and insects			

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 Ensure the data collected is analyzed and disseminated regularly through radio programs, report and bulletins to interested parties or stakeholders

Strategy	Constraints	Potential stakeholders	Interventions
<p>Promote awareness, capability and commitment to gathering reliable agriculture and animal husbandry data</p>	<p>This study found a lack of reliable agriculture and animal husbandry data. Timely, accurate and accessible data is critical for sound policymaking. Without reliable data, it is difficult to accurately plan and direct resources to agriculture and livestock development</p>	<p>MoAG, agriculture cooperatives</p> <p>Statistics department under MOPIED</p>	<p>Develop data collection mechanisms and monitoring of information by placing adequate statisticians in every district with necessary basic facilities including a radio call system, linked computer system, telephone and faxes</p> <p>Ensure the data collected is analyzed and disseminated regularly through radio programs, report and bulletins to interested parties or stakeholders</p> <p>Carry out market surveys to identify agricultural products with export and food security potential</p>

Strategic Intervention Framework 5: Fisheries

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The fisheries sector remains underdeveloped, undervalued, small-scale, and based mainly on artisanal production, contributing a mere two percent of the GDP

Strategy	Constraints	Potential stakeholders	Interventions
Improve FGS and FMS laws, regulations and policies to optimize fisheries management for economic growth and employment creation	The fisheries sector remains underdeveloped, undervalued, small-scale, and based mainly on artisanal production, contributing a mere two percent of the GDP. Applied fisheries technologies and formal production are severely underutilized. Scaled investment could improve community livelihoods and create employment. Moreover, Existing Somali fisheries authorities are ineffective, and lack coordination, policies and planning that successfully engages stakeholders	FGS & FMS ministries of fisheries & marine resources; Ministries of planning, finance, rural development FGS & FMS; Chambers of commerce; International development partners; Ministries of Ports & Marine Transport (FGS & FMS); Coast guard, Universities & research organizations	Strengthen the institutional capacity of the federal and state ministries of fisheries and marine resources through restructuring, sufficient budgetary allocations, and staff development
			Review, harmonize and update federal and state fisheries legislation with clear-cut mandates and jurisdictional powers for each level of government (federal, state and local).
			Enshrine in fisheries legislation the revenue-sharing agreement between the FGS and FMS
			Enshrine in FMS fisheries legislation the principles of co-management and the rights and responsibilities of resource users
			Develop and implement a national fisheries policy to guide the development, management and conservation of fisheries resources
			Develop and implement a master plan for fisheries development in Somalia covering all states, resources and distinct ecosystems
			Develop and operationalize an effective monitoring, control and surveillance system at the federal and state level

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 Develop a master plan to create public infrastructure for fisheries (ports, jetties, feeder roads), a modern cold chain and other onshore facilities in collaboration with the private sector and partner agencies

Strategy	Constraints	Potential stakeholders	Interventions
			<p>Conduct periodic stock assessment surveys and other relevant studies to establish the status, distribution, abundance and potential of key target species</p>
			<p>Develop and implement a nationwide data collection system and fisheries management plans for the important target stocks that are currently considered to be heavily exploited, such as inshore spiny lobsters, sharks and demersal fish species</p>
			<p>Develop and implement a national action plan to protect both coastal and oceanic fisheries resources through prevention, deterrence and elimination of illegal, unreported and unregulated fishing and other maritime crimes</p>
			<p>Create and operationalize a competent national authority with regulatory and investigative powers based on Fish Inspection and Quality Assurance (FIQA) regulations, responsible for the inspection, verification and certification of fish and fishery products</p>
			<p>Develop a master plan to create public infrastructure for fisheries (ports, jetties, feeder roads), a modern cold chain and other onshore facilities in collaboration with the private sector and partner agencies</p>

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Although improving, the fisheries sector cannot reach its full potential without significant growth in private sector investment

Strategy	Constraints	Potential stakeholders	Interventions
<p>Promote, support and facilitate private investment in the fisheries sector</p>	<p>Somalia fisheries are overwhelmingly artisanal, with limited investment in commercial applications. Although improving, the fisheries sector cannot reach its full potential without significant growth in private sector investment. Domestic and foreign investment is constrained by the broader enabling environment for business and limitations in the investment climate</p>	<p>FGS & FMS ministries of fisheries & marine resources;</p> <p>Ministries of planning, finance, rural development FGS & FMS;</p> <p>Chambers of commerce;</p> <p>International development partners;</p> <p>Ministries of Ports & Marine Transport (FGS & FMS);</p> <p>Investors (local and foreign);</p>	<p>Establish collaboration with the FGS MoPIED Office of Investment Promotion (SOMINVEST) to enhance investment guides specific to coastal and oceanic fisheries to promote the business case for investing in Somali fisheries</p> <p>Explore the potential for regional or national targeted tax incentives for domestic and foreign investors to offset the heavy initial capital expenditures for fisheries operations within the Somali Exclusive Economic Zone</p> <p>Support the development of foreign direct investment or domestic investment-backed development impact funds and private impact investment funds specific to the development of sustainable fisheries ventures that offer, for example, combinations of catalytic and concessional loans, as well as technical assistance grants that target skills and operational expertise</p>

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 Establish a
 dedicated
 marine and
 fisheries research
 institute in
 Mogadishu with
 branches in all
 member states

Strategy	Constraints	Potential stakeholders	Interventions
Address skills shortages and gaps in the fisheries sector through improved quality of education and training	Skilled fishery workers are in short supply and difficult to source locally. Local technical and educational institutions lack the expertise to produce skilled fishery workers. Left unaddressed, the skills shortage will result in constrained investment. Existing skills development initiatives are not calibrated to labor market needs. Fisheries-related academic, applied skills and vocational programs at local institutions of higher learning are in dire need of improvement with regulatory oversight, support, coordination, planning and commitment from all stakeholders	FGS & FMS ministries of fisheries & marine resources; Ministries of education FGS & FMS; Ministries of planning and finance (FGS & FMS); Chambers of commerce; International development partners; Institutions of higher learning; Local & international NGOs	Design, develop and implement a specific human resources development plan for the fisheries sector
			Institutionalize, empower and facilitate the newly-appointed transitional National Higher Education Commission (NHEC) to exercise regulatory oversight in maritime and fisheries education
			Institute a regular review, harmonization and accreditation process for fisheries-related academic programs offered by local institutions of higher learning that screens for quality, relevance and skills match to the demands of the fisheries sector tied to a National Qualifications Framework (NFQ)
			Encourage institutions of higher learning to split their undergraduate degree courses into four progressive levels of education (certificate, diploma, associate degree and full degree) in order to enhance student employability and job prospects, and to alleviate skills shortages
			Establish strategically located, publicly funded, fisheries-specific TVET programs, technical colleges and university-level education with the necessary infrastructural, human and financial resources to produce adequately trained fisheries workers
			Establish a dedicated marine and fisheries research institute in Mogadishu with branches in all member states
			Encourage existing institutions of higher learning to specialize in academic and applied sciences programs that are responsive to the skills needs of the fisheries sector
			Ensure that fisheries-related short training courses provided by international agencies conform to the skills needs of the fisheries sector

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 Provide business management coursework as part of fisheries technical training for students considering self-employment or business management careers

Strategy	Constraints	Potential stakeholders	Interventions
<p>Create a maritime and fisheries graduate employment initiative as a means of enhancing employability and job prospects post-graduation</p>	<p>Current training programs lack alignment between fisheries-related tertiary education and the market needs, which leaves graduates discouraged when seeking employment and employers unable to find skilled workers. Uncoordinated efforts serve to artificially discourage the nascent maritime and fisheries education sector and create negative consequences for human capital development</p>	<p>FGS & FMS ministries of fisheries & marine resources;</p>	<p>Establish a fisheries stakeholder working group comprising representatives of academia, the private sector, relevant ministries, donors and students to explore emergent skills needs of the fisheries sector</p>
		<p>Ministries of labor (FGS & FMS)</p>	<p>Establish partnerships with the private sector or other fisheries stakeholders for applied learning, internship programs and apprenticeships as a way of enhancing student job readiness and introducing potential new employees to employers</p>
		<p>Ministries of education FGS & FMS;</p>	<p>Introduce incentives for employers such as tax breaks to provide internships and apprenticeships or hire local maritime and fisheries graduates</p>
		<p>Institutions of higher learning;</p>	<p>Refine qualification guidelines for fisheries-related government jobs and recruit local graduates into open positions</p>
		<p>Ministries of planning and finance (FGS & FMS);</p>	<p>Publish labor demand statistics to match coursework for graduates with future job openings</p>
		<p>Chambers of commerce;</p>	<p>Provide business management coursework as part of fisheries technical training for students considering self-employment or business management careers</p>
		<p>International development partners;</p>	<p>Establish partnerships with impact or other funds that can facilitate access to start-up funds, grants, equipment subsidies or other incentives for local graduates to start their own small companies</p>
<p>Local & international NGOs</p>			

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 Introduce a
 licensing system
 for all artisanal
 vessels with a view
 to restricting open
 access to coastal
 fisheries resources

Strategy	Constraints	Potential stakeholders	Interventions
<p>Establish, consolidate and improve the capacity of fishing cooperatives to co-manage all coastal fish stocks and other marine resources</p>	<p>Local fishing cooperatives are institutionally weak and lack the capacity to participate in the management of coastal fisheries resources. Many fishers erroneously believe that the stocks they target are inexhaustible. Compounding this problem is the low barrier to entry and lack of restrictions in terms of input (effort) and output (catches). Sustainable fisheries necessitate the participation and involvement of fishing communities in the management of coastal resources. At present, Somalia does not have viable fishing cooperatives with the human, financial and technical resources necessary for the co-management of coastal fisheries resources</p>	<p>FGS & FMS ministries of fisheries & marine resources;</p> <p>Chambers of commerce / investors;</p> <p>Fisheries cooperatives;</p> <p>Local governments;</p> <p>TVET institutions</p> <p>International Development partners</p>	<p>Introduce a licensing system for all artisanal vessels with a view to restricting open access to coastal fisheries resources</p>
			<p>Designate official fish landing sites at all major fishing centers and ban landing of fish at undesignated beaches</p>
			<p>Establish beach management units to oversee all fishing activities undertaken at designated fish landing sites</p>
			<p>Establish new district fishing cooperatives and reorganize existing ones in a transparent and inclusive manner, including free and fair elections of executive committees</p>
			<p>Complete the stalled registration of artisanal fishers and fishing boats in Somaliland, Puntland, Galmudug and Jubaland and extend the process to Hirshabelle and South West states, ensuring that all bona fide artisanal fishers and fishing boats in the country are duly registered</p>
			<p>Make it mandatory for artisanal fishers to join cooperatives in their respective districts</p>
			<p>Provide capacity building (including training on co-management principles) to fishing cooperatives to enable them to effectively run their affairs and to co-manage coastal fisheries resources</p>
<p>Provide education to fishing communities that promotes marine biodiversity, conservation, sustainable utilization of fisheries resources and use of non-destructive fishing gear and methods</p>			

