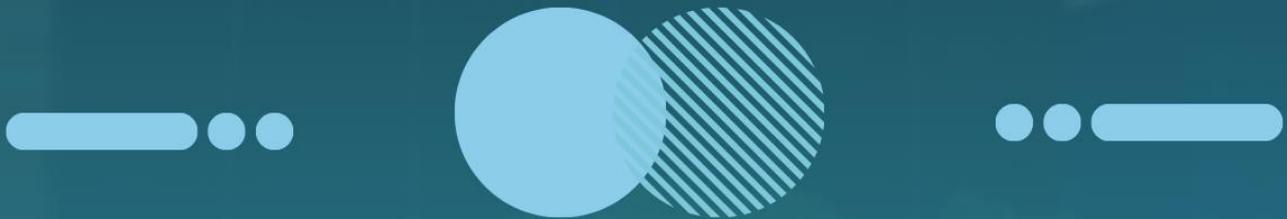**Ministry of Labor and Social Affairs**
Federal Government of Somalia

The
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
Mapping Report

AUGUST 2025

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ACKNOWLEDGMENTS

Abbreviations & Acronyms

AfDB   African Development Bank

API   Application Programming Interface

CPIMS   Child Protection Information Management System

CSO   Civil Society Organization

EMIS   Education Management Information System

ESIA   Environmental and Social Impact Assessment

ESSP   Education Sector Strategic Plan

FGD   Focus Group Discussion

FGS   Federal Government of Somalia

FMS   Federal Member States

GIS   Geographic Information System

GIZ   Deutsche Gesellschaft für Internationale Zusammenarbeit

ICT   Information and Communication Technology

IDP   Internally Displaced Person

ILO   International Labour Organization

KII   Key Informant Interview

KPI   Key Performance Indicator

LMIS   Labour Market Information System

MIS	Management Information System
MoECHE	Ministry of Education, Culture and Higher Education
MoLSA	Ministry of Labour and Social Affairs
MoPIED	Ministry of Planning, Investment and Economic Development
NAHIS	National Animal Health Information System
NDP-9	National Development Plan 2020–2024
NEP	National Education Policy
NGO	Non-Governmental Organization
NLP	Natural Language Processing
NTP	National Transformation Plan (2025–2029)
OSH	Occupational Safety and Health
PPPs	Public-Private Partnerships
PWD	Person with Disability
REST	Representational State Transfer (API standard)
SDG	Sustainable Development Goal
SEIP	Skills for Employability, Inclusion and Productivity Project
SOMLITS	Somalia Livestock Identification and Traceability System
SSC	Sector Skills Council
SRS	Software Requirements Specification
SSA	Sub-Saharan Africa
ToR	Terms of Reference
TIPDP	TVET Instructor Professional Development Program
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WBL	Work-Based Learning
WHO	World Health Organization
WCAG	Web Content Accessibility Guidelines

1. EXECUTIVE SUMMARY

The Technical and Vocational Education and Training (TVET) sector in Somalia stands at a pivotal juncture, facing the dual challenge of rebuilding institutional infrastructure and responding to the urgent demand for skills development among its youthful and rapidly growing population. With over 70% of Somalia's population under the age of 30[1], the country has a potential opportunity—though not yet fully realized—to harness this youthful demographic through strategic TVET reform and investment.

This report presents the findings of a comprehensive TVET institutional mapping and Management Information System readiness assessment conducted across all Federal Member States, under the Somalia Skills for Employability, Inclusion and Productivity Project (SEIP) supported by AfDB. The exercise was jointly undertaken by Ministry of Labour and Social Affairs (MoLSA) in collaboration with federal and regional authorities and implemented by a consortium of national consultants led by Aziztech and Legacy Solutions.

Purpose and Scope

The overall objective of the assignment was to map the existing TVET institutional landscape, assess institutional capacity, and generate robust data to inform the design of a national TVET MIS platform. The scope encompassed both public and private TVET institutions, with a focus on evaluating governance structures, instructor capacity, digital readiness, safeguarding standards, programme delivery, and private sector engagement. The exercise also involved assessing institutional infrastructure, financial systems, and alignment with national policies and SEIP priorities.

A mixed-methods approach was used, drawing on quantitative surveys, institutional checklists, key informant interviews (KIIs), and literature review. Data was collected from over 90 institutions across all FMS, supplemented by interviews with MoLSA officials, development partners (e.g., ILO, GIZ), employers, and TVET administrators.

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[1] UNFPA, Somalia National Youth Policy, 2022.

Key Findings

I.   Institutional Diversity and Coverage

Somalia's TVET landscape is highly heterogeneous, comprising a mix of public, private, and NGO-supported institutions, many of which are unaccredited or operate with limited oversight. Geographical disparities persist, with high concentration of institutions in urban centers such as Mogadishu, Kismayo, and Garowe, while rural and conflict-affected areas remain underserved.

II.   Capacity Gaps and Fragmented Oversight

Institutional capacity remains uneven. While some institutions have strong administrative structures and well-established curricula, others lack qualified instructors, digital infrastructure, or safeguarding policies. Coordination between MoLSA, Ministry of Education, Culture and Higher Education (MoECHE), and FMS education bodies is weak, resulting in policy fragmentation and duplicated mandates.

III.   Programme Delivery and Skills Relevance

Trades offered are primarily concentrated in ICT, tailoring, construction, and mechanics, with limited uptake in agriculture and maritime—sectors critical to Somalia's economic recovery. Enrollment is steadily increasing, especially among youth and women, yet dropout rates remain high due to economic hardship, insecurity, and inadequate learning environments.

IV.   Digital Readiness and MIS Requirements

Only a small proportion of institutions have functional digital data management systems. The need for a federated, web-based TVET MIS that is modular, scalable, and capable of integrating with EMIS, LMIS, and safeguarding platforms is urgent. Stakeholders emphasized the importance of role-based access, multilingual user interfaces, and analytics dashboards tailored for both national and regional authorities.

V.   Industry Engagement and Employment Linkages

The private sector's involvement in curriculum development, internships, and graduate absorption remains nascent. While some institutions report linkages with employers in construction and hospitality, formalized apprenticeship programs and job placement tracking mechanisms are largely absent. Employers continue to cite skills mismatch and lack of soft skills as key barriers to youth employment.

VI.   Equity and Inclusion Challenges

The participation of women, internally displaced persons (IDPs), and persons with disabilities (PWDs) remains disproportionately low, particularly in trades traditionally seen as male-dominated. Institutional efforts at gender mainstreaming and inclusive infrastructure are limited and vary widely by FMS.

VII.   Safeguarding and OSH Readiness

While awareness of Occupational Safety and Health (OSH) and safeguarding principles has improved, only a few institutions have formal policies or designated safeguarding officers. The findings of the SEIP Environmental and Social Impact Assessment (ESIA) have yet to be fully operationalized at institutional level.

Opportunities and Recommendations

Despite the challenges, Somalia's TVET sector is poised for transformation. Opportunities lie in expanding digital systems for data-driven management, strengthening FMS coordination, investing in green and market-relevant trades, and leveraging donor support to standardize accreditation and quality assurance frameworks.

Key recommendations include:

- Streamlining national and FMS TVET governance frameworks to reduce fragmentation;
- Accelerating rollout of the TVET MIS, with a strong focus on training and capacity building;
- Expanding inclusive access through targeted scholarships, inclusive curricula, and safeguarding policies;
- Fostering structured engagement with industry for demand-driven programming;
- Investing in infrastructure, instructor upskilling, and learning materials.

This report provides an evidence base to guide MoLSA, development partners, and implementing agencies in the design of the TVET MIS platform and in shaping policies for more responsive, inclusive, and impactful TVET provision in Somalia.

2. INTRODUCTION AND METHODOLOGY

2.1 Introduction

Technical and Vocational Education and Training has emerged as a critical pillar in Somalia's development agenda, aligned with national priorities such as the National Transformation Plan (2025-2029)[2], the Education Sector Strategic Plan (ESSP 2022–2026)[3], and the SEIP Project funded by the African Development Bank. In a country where more than 70% of the population is under the age of 30, and with unemployment and underemployment disproportionately affecting youth, the importance of a well-functioning, equitable, and responsive TVET system cannot be overstated. Somalia's transition towards stabilization and reconstruction demands a skilled workforce that is not only relevant to market needs but also inclusive of the country's diverse geographic, socio-economic, and gendered realities.

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[2] Federal Government of Somalia, *National Transformation Plan (NTP) 2025–2029*, Ministry of Planning, Investment and Economic Development.
[3] Ministry of Education, *Education Sector Strategic Plan (ESSP) 2022–2026*, Federal Government of Somalia.

The Federal Government of Somalia, through the Ministry of Labour and Social Affairs in collaboration with the Federal Member States, has recognized the need to strengthen coordination and oversight of TVET provision across the country. As a result, this mapping exercise was commissioned to provide a comprehensive, evidence-based understanding of the TVET institutional landscape, its operational capacity, and the policy and infrastructural conditions necessary for effective reform and digital transformation. The exercise also forms the foundation for the development of a national TVET Management Information System which will offer a coherent platform for data-driven planning, monitoring, and accountability.

The mapping serves three key purposes. First, it aims to assess the current distribution and functionality of TVET institutions across all FMS, examining governance structures, ownership status, technical capacity, and program delivery. Second, it identifies gaps and opportunities for harmonization, modernization, and alignment with labour market dynamics. Third, it generates the institutional and functional requirements necessary for the design of an inclusive, federated TVET MIS capable of supporting planning, coordination, and policy formulation across multiple levels of government.

2.2 Methodology

This mapping and assessment exercise adopted a mixed-methods approach, drawing on both quantitative and qualitative data collection tools. The process was carefully designed to ensure inclusivity, national coverage, and evidence-based decision-making, with strong participation from stakeholders at federal, state, and institutional levels.

The primary data collection was based on four customized tools developed in close alignment with the Terms of Reference and informed by international best practices in TVET diagnostics. These tools included:

(i)   the Institutional Capacity Assessment Checklist, used to appraise organizational structures, technical readiness, safeguarding measures, and resource capacities;

(ii)   the TVET Institutional Survey Form, which captured data on programs offered, enrollment trends, staffing, and infrastructure;

(iii)   the Key Informant Interview (KII) Guide, which was administered to senior policymakers, TVET providers, and development partners to understand coordination dynamics, private sector linkages, and reform readiness; and

(iv)   the MIS System Requirements Collection Tool, designed to elicit functional and technical needs for the future TVET MIS.

Primary data was collected from over 26 TVET institutions across all Federal Member States, encompassing both public and private providers, as well as NGO-supported centres. Stakeholders consulted included MoLSA, Ministries of Education at FGS and FMS levels, training providers, donors such as GIZ, ILO, and JICA, employers' organizations, and representatives of youth, women, and persons with disabilities. Key informant interviews were conducted both in person and virtually to ensure broad geographic coverage and flexibility.

Secondary data sources reviewed included a wide range of national policy documents, previous TVET studies, and international frameworks. These included Somalia's TVET Policy Draft (2020)[4], the National Education Policy, the ESSP 2022–2026, the National Development Plan 9, the GIZ-supported TVET system rehabilitation reports[5], and AfDB's SEIP project documentation[6]. These documents were instrumental in framing the analytical lens and ensuring that the mapping aligned with broader reform efforts and international best practices.

A stratified sampling framework was used to ensure representation across urban and rural areas, different types of institutions, and various thematic domains such as trades offered, gender participation, and governance status. Data collection was complemented by participatory stakeholder engagement sessions and consultative workshops, which served to validate findings, capture contextual nuance, and build consensus around emerging recommendations.

Limitations of the exercise included variability in record-keeping practices across institutions, inconsistent availability of disaggregated data, and challenges in verifying some of the institutional accreditations. These were mitigated by triangulating data from multiple sources, following up with targeted phone interviews, and conducting quality assurance checks during the data cleaning process.

In sum, the methodology prioritized depth, representation, and practical relevance, ensuring that the outputs generated through this exercise are not only rigorous but actionable. The following chapters present the synthesized findings, beginning with an overview of the national TVET policy and institutional landscape.

3. POLICY, GOVERNANCE & LEGAL LANDSCAPE

Somalia's evolving TVET landscape is underpinned by a growing body of national and sector-specific policy instruments. The alignment of TVET with national development strategies reflects an increasing recognition of its central role in tackling unemployment, promoting youth employability, and fostering socio-economic transformation in fragile and post-conflict contexts.

3.1 Policy Context

The foundation for TVET policy in Somalia is provided by the Draft National TVET Policy (2020), developed under the leadership of the FGS through the MoLSA, with support from the ILO. The draft policy outlines a comprehensive framework for developing a responsive, inclusive, and coordinated TVET system across the country. It calls for a competency-based training model aligned to labour market needs, stronger public-private partnerships, inclusive access for marginalized populations, and an integrated national qualification framework.

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[4] MoLSA and MoECHE, *Draft National TVET Policy for Somalia*, 2020.
[5] GIZ, *Rehabilitation of Technical and Vocational Education and Training in Somalia – TVET II* (Bonn: Deutsche Gesellschaft für Internationale Zusammenarbeit, 2025)
[6] African Development Bank, *SEIP Somalia Project Appraisal Report*, 2022.

This vision aligns with NTP (2025–2030), which explicitly prioritizes human capital development through skills training, job creation, and private sector development. NTP acknowledges the strategic role of TVET in achieving resilience and sustainable livelihoods for Somalia's growing youth population.

Similarly, the Education Sector Strategic Plan (ESSP) 2022–2026, developed under the Ministry of Education, Culture and Higher Education, includes a dedicated TVET sub-sector strategy, which—while not a fully-fledged master plan—outlines priorities for expanded access, institutional capacity building, quality assurance, and the development of an MIS platform for effective TVET governance.[7]

The African Development Bank's Skills for Employment Investment Project is the most significant donor-supported initiative operationalizing TVET reforms in Somalia. SEIP has contributed to institutional mapping, capacity development, and the rehabilitation of select TVET centers, while embedding social and environmental safeguards, gender inclusion, and results monitoring.

To support early childhood and foundational skills, the NTP also commits to an inclusive education system across all levels, including non-formal and vocational training pathways. Although not all components of these strategies are fully implemented, they represent a converging commitment to elevating TVET as a development priority. However, in the specific context of Somalia, persistent insecurity and conflict continue to undermine education access, disrupt institutional operations, and complicate the rollout of TVET reforms.

Table 1: Key National Policy Instruments Supporting TVET Development in Somalia

Policy Instrument	Lead Ministry/Agency	Key Provisions for TVET
National TVET Policy (2020 Draft)	MoLSA	Competency-based training, decentralization, equity, qualification framework
NDP-9 (2020–2024) & NTP (2025 – 2030)	MoPIED	Youth employment, economic recovery, private sector development
Education Sector Strategic Plan (ESSP) 2022–2026	MoECHE	TVET expansion, governance, quality assurance, MIS development
National Education Policy (NEP)	MoECHE	Inclusive pathways for non-formal education and vocational training
SEIP Project Appraisal Document (AfDB, 2022)	MoLSA/AfDB	Skills development, center rehabilitation, safeguarding, digital systems

4. TVET INSTITUTIONAL PROFILE & CAPACITY

The TVET landscape in Somalia is characterized by a mosaic of public, private, and non-governmental institutions operating across varied contexts of fragility, resource limitations, and emerging opportunities. This section presents a synthesized profile of Somalia's TVET

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[7] Federal Government of Somalia, *Education Sector Strategic Plan (ESSP) 2022–2026* (Mogadishu: Ministry of Education, Culture and Higher Education, 2022).

institutions, highlighting their distribution, governance, human resource capacity, infrastructure, digital readiness, and overall institutional preparedness to deliver quality and inclusive skills development.

4.1 Institutional Distribution and Ownership
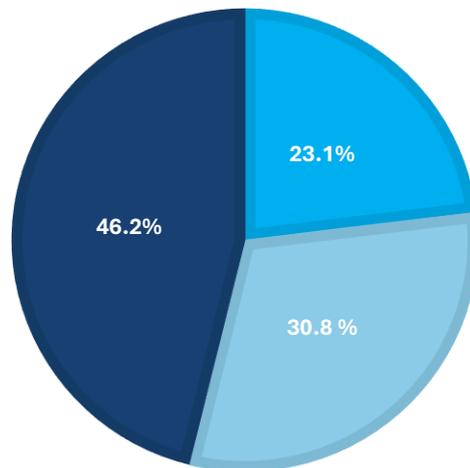
Somalia's TVET system comprises a blend of public, private, and NGO-supported institutions, many of which have emerged as responses to humanitarian and development needs in the absence of fully functioning state structures. Data from 26 institutions across the country shows a dominant presence of privately-owned institutions (46.2%), followed by NGO-supported centers (30.8%), with public institutions accounting for just 23.1% of the landscape.

Figure 1:Institutional Ownership Distribution in Somalia

As the chart above illustrates, this fragmented ownership pattern reflects both opportunity and challenge. While private and NGO institutions bring innovation and responsiveness, they often operate outside national oversight systems, leading to issues of quality assurance, curriculum harmonization, and certification legitimacy. Notably, 100% of the institutions surveyed reported not being accredited by any formal body. This high figure reflects the absence of a functional national accreditation authority, the limited enforcement of existing education policies, and the fact that many institutions emerged in response to humanitarian or donor-driven needs rather than through state-led planning. Together, these factors underscore the urgency for establishing a coherent national accreditation framework.

The dominance of private and NGO-supported institutions signals a demand-driven and donor-supported TVET ecosystem, but it also raises concerns around uniform quality assurance, accreditation, and sustainability.

4.2 Human Resource Capacity

Human resource capacity—distinct from, though closely linked to, overall institutional capacity—remains a defining factor in the Somali TVET sector. Survey responses show that the average number of instructors per institution is 9.8. Male instructors constitute 52.9%, while female instructors make up 47.1%, reflecting near gender parity among teaching staff. Only 16.7% of instructors reported holding qualifications below a bachelor's degree, suggesting that most institutions are staffed by relatively well-qualified personnel. However, only 42.9% of surveyed institutions reported conducting regular staff appraisals, pointing to a significant gap in performance management and accountability practices. These findings illustrate that while instructor qualifications are relatively strong, institutional systems for managing and developing human capital remain underdeveloped. This linkage between individual staff capacity and broader institutional governance is further explored in Section 4.5 on Institutional Governance and Leadership.
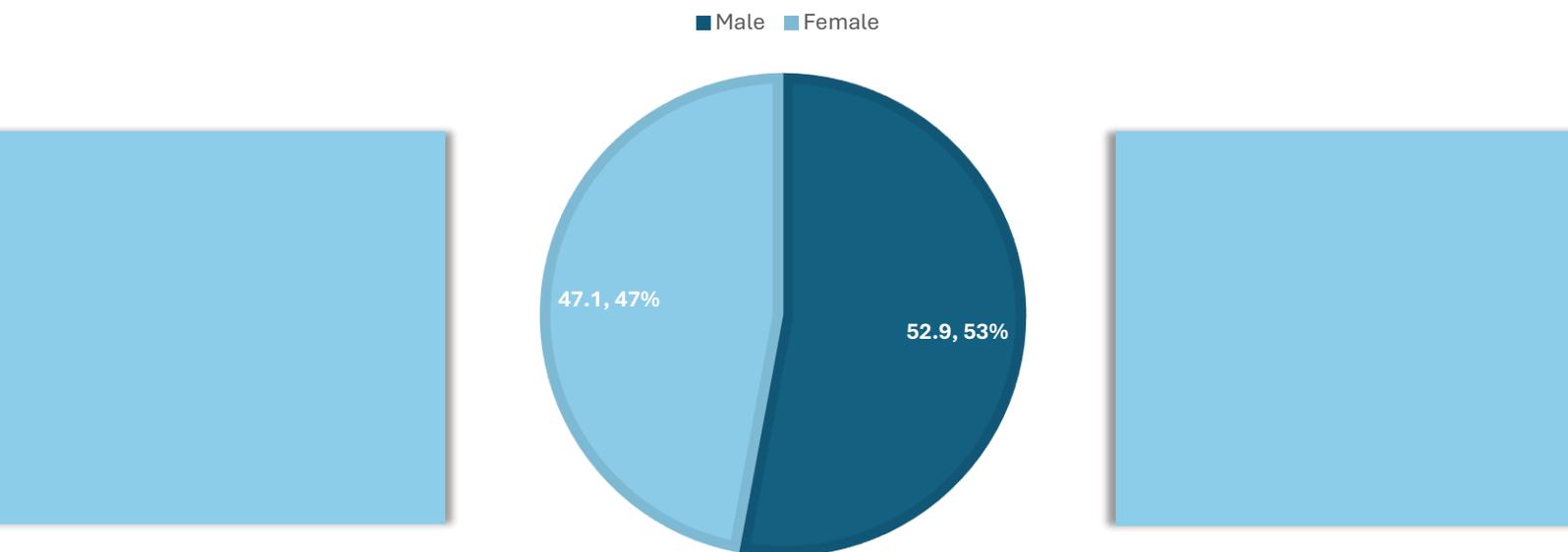
Figure 2: Gender distribution of Instructors

This staffing profile has important implications for the quality of instruction, especially in technical trades that require advanced specialization. While the gender gap is narrow, targeted efforts are still needed to promote women's participation and leadership in vocational education roles.

INSTRUCTOR CATEGORY
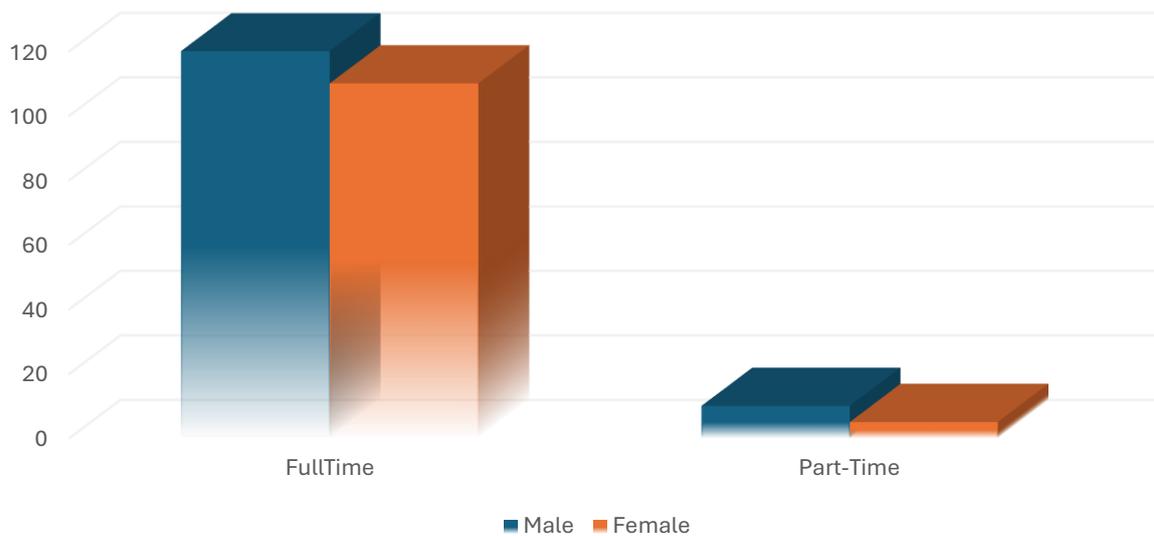
Figure 3: Instructor composition by category and gender

While the availability and qualifications of instructors shape the delivery of training, their effectiveness is also contingent on the adequacy of institutional infrastructure and facilities, which remains a major bottleneck across Somalia's TVET sector.

4.3 Infrastructure and Facilities

The state of physical infrastructure across Somalia's TVET institutions presents one of the most critical limitations to quality delivery. Survey data reveals that access to dedicated teaching spaces is limited, with only a small fraction of institutions reporting purpose-built classrooms or fully functional workshops. In fact, fewer than 20% of institutions operate workshops or laboratories that are suitably aligned to the vocational trades they offer, constraining the scope of hands-on, practical instruction essential to technical and vocational education.

Sanitation infrastructure also remains underdeveloped. Less than 35% of the institutions reported having gender-segregated washroom facilities, highlighting gaps in basic water, sanitation, and hygiene (WASH) standards. This not only poses health risks but also contributes to the exclusion of female learners, especially in rural and under-resourced areas.

Spatial analysis, supported by GIS coordinates collected during the survey, further underscores the regional disparities in infrastructure investment. As visualized in Figure 4 institutions in urban centers and regions with stronger NGO presence are more likely to possess essential facilities and teaching equipment, while rural and conflict-affected regions show pronounced deficiencies.
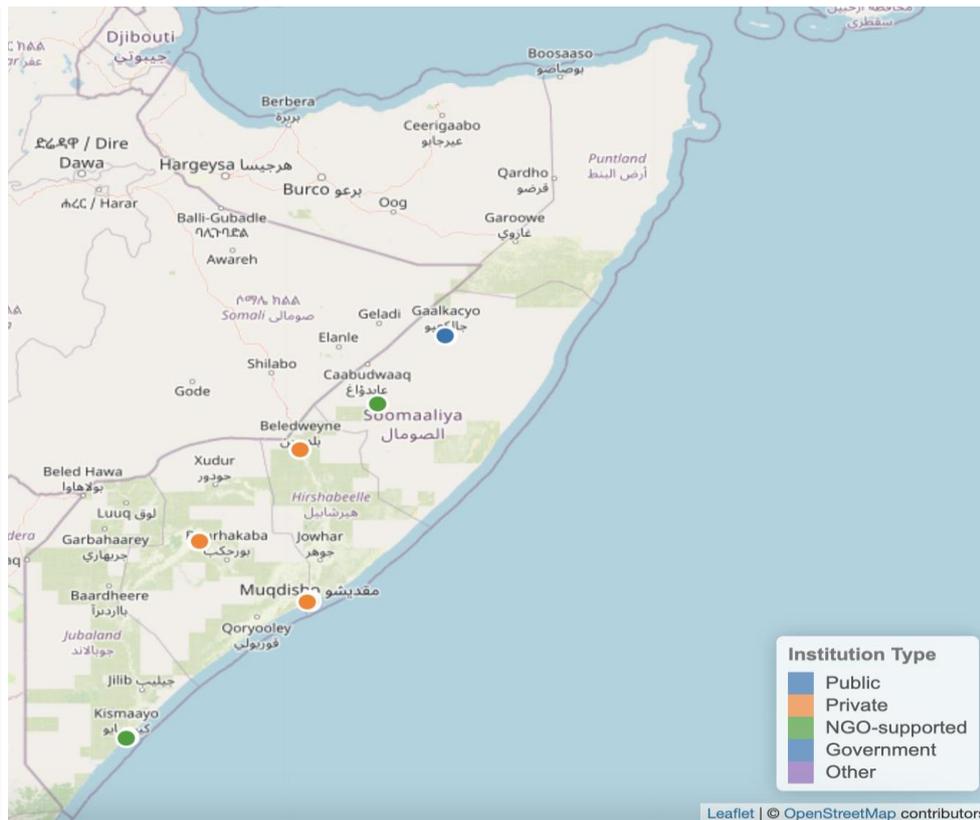
Figure 4: TVET Distribution in Urban Centers

The implications of infrastructure quality are directly reflected in enrollment dynamics. The survey recorded a total of 5,081 learners across the assessed institutions, comprising 2,884 females (47.1%), 2,197 males (52.9%), and 336 learners with disabilities (6.6%). Targeted outreach and inclusion initiatives by NGO-supported institutions have contributed to increased female enrollment, helping to improve gender parity across many training centers. However, significant barriers to participation persist for learners with disabilities, underscoring the need for more accessible learning environments and inclusive infrastructure. These include not just physical obstacles, such as inaccessible buildings and lack of adaptive equipment, but also cultural and institutional biases that discourage inclusive education.

Together, these findings underscore the urgent need for targeted infrastructure investments—particularly in workshops, WASH facilities, and accessibility enhancements—to create an enabling environment for equitable and effective TVET delivery across Somalia.

This uneven infrastructure base has direct implications for the digital transformation agenda, as the availability of power, connectivity, and functional learning spaces determines the extent to which institutions can adopt ICT tools and MIS platforms.

4.4 Digital Readiness and Connectivity

TVET institutions across Somalia face persistent gaps in infrastructure and digital capacity, although some progress has been made in expanding core utilities and digital tools. Institutions situated in urban centers such as Mogadishu exhibit higher levels of readiness,

particularly in terms of internet access and power connectivity. In contrast, rural and conflict-affected areas continue to struggle with basic infrastructure and service delivery.

The latest capacity assessment reveals that while 67% of surveyed institutions reported having ICT facilities, actual equipment levels are very limited, ranging from a few standalone computers to modest labs with printers and scanners. Learner-to-computer ratios are particularly concerning: one institution reported 54 students per computer, while another recorded as high as 168 students per computer, with some institutions having no computers at all. These figures are far below UNESCO's recommended benchmark of 1:20 for effective digital learning.[8] Although all institutions surveyed indicated access to some form of reliable power supply, the stability and adequacy of this supply for sustained ICT use remain uncertain.

These findings suggest that deficiencies are not only qualitative (such as poor usability and alignment with curricula) but also quantitative, with an overall shortage of ICT infrastructure and digital equipment. Investments are therefore urgently needed to expand ICT access, increase the number of functional computers and related technologies, improve bandwidth and reliability, and ensure equitable availability across institutions. Yet, the utility of digital tools depends not only on connectivity but also on strong institutional governance structures capable of embedding these technologies into planning, management, and decision-making processes.

4.5 Institutional Governance and Leadership

Governance and leadership structures across Somalia's TVET institutions are highly uneven, reflecting broader systemic fragmentation within the country's education and skills development ecosystem. Public institutions benefit from some level of oversight through formal affiliations with MOLSA or the relevant FMS authorities. In contrast, such oversight mechanisms are far less common among private institutions and those supported by NGOs.

Survey findings indicate that most institutions—irrespective of type—report having a governance framework in place, typically in the form of a management board or executive committee. Over 85% of respondents confirmed the existence of a formal governance structure. However, the quality, effectiveness, and operational depth of these structures remain uncertain, especially among non-state actors, where external regulation is often limited or absent.

Strategic and operational planning emerged as a critical area of weakness across the sector. Although many institutions recognize the importance of long-term planning, fewer than 30% could provide evidence of documented strategic or operational plans. This lack of structured planning diminishes institutional coherence and hampers the ability to pursue targeted growth or align with national TVET policy priorities.

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[8] UNESCO. *ICT in Education: A Global Perspective* (Paris: UNESCO, 2020).

Equally troubling is the widespread absence of systematic performance management practices. Only 43% of institutions reported conducting regular internal performance evaluations, and even among these, there is considerable variation in both the frequency and methodology of assessment. Most institutions do not have formal key performance indicators (KPIs), data tracking systems, or staff appraisal mechanisms in place—factors that are critical for fostering accountability and continuous quality improvement.

These governance shortcomings underscore the urgent need for enhanced national coordination, leadership capacity development, and the adoption of a standardized, performance-based management framework across all TVET providers in Somalia.

Figure 5: Governance & Planning Indicators Across Institutions

These governance gaps highlight the importance of measuring institutional readiness holistically, which is captured in the composite Institutional Capacity Scorecard presented below.

4.6 Institutional Readiness Scorecard

To better visualize readiness, a composite Institutional Capacity Scorecard was developed based on responses to the institutional checklist. The scorecard (Figure 6) reveals significant capacity variation between institutions, particularly in public-private comparisons and regional disparities.

Table 2: Institution domain readiness compliance

Domain	Avg. Compliance Rate
Governance and Planning	86%
Staffing and HRM	38%
Infrastructure and OSH	86%
Digital Systems	86%
Safeguarding and Inclusion	86%

The digital divide remains a major capacity constraint despite reported infrastructure. While 86% of institutions indicated that they have access to internet services, few operate computer-based student management or enrollment tracking systems. In practice, the majority continue to rely on paper-based registries, severely limiting their ability to aggregate national data or track learners over time.

Furthermore, over 60% of institutions lack dedicated IT personnel, and challenges such as unreliable connectivity and insufficient digital skills further hinder the effective deployment of digital solutions. These findings have important implications for the rollout of a centralized TVET Management Information System, reinforcing the need for phased digital capacity building that includes infrastructure investment, staff training, and user support systems.
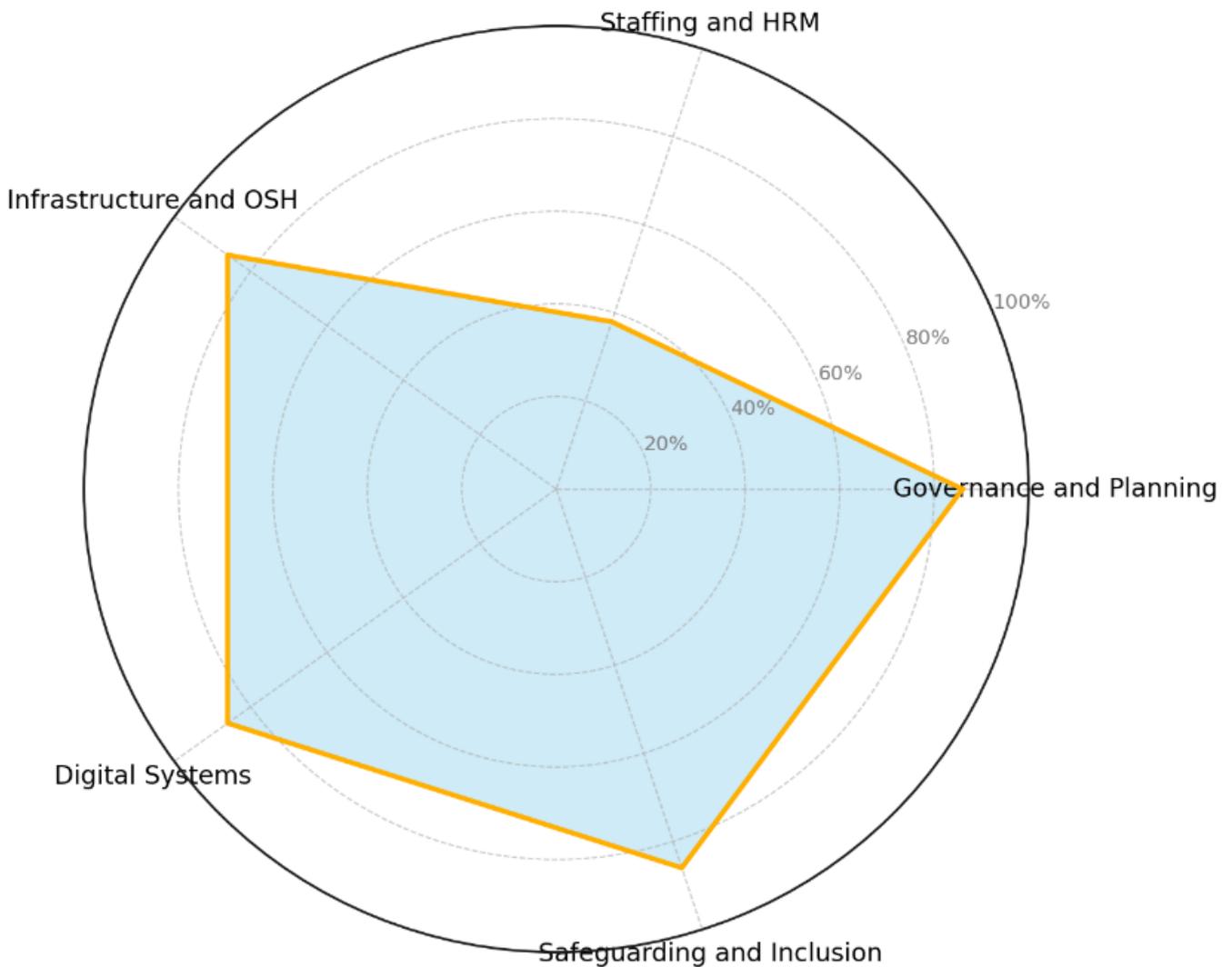
Figure 6: Institutional Capacity Scorecard

The findings from the readiness assessment provide a useful foundation for a SWOT analysis that synthesizes institutional strengths, weaknesses, opportunities, and threats.

4.7 SWOT Summary of Institutional Capacity

A synthesis of capacity insights yields the following SWOT matrix:

Strengths
- Strong national and donor interest in TVET sector revival
- Emerging institutional frameworks in urban centers
- Presence of international best practices in NGO-supported centers
- Strong community demand for practical skills

Weaknesses
- Limited financial autonomy and planning capacity
- Acute shortage of qualified instructors, especially women
- Low digital and pedagogical readiness
- Weak institutional inclusion and safeguarding mechanisms

Opportunities
- SEIP and AfDB investments in TVET and MIS reforms
- Growing labor demand in key sectors (e.g., construction, renewable energy, logistics)
- Digital transformation potential (e.g., blended learning, remote training)
- Possibility of aligning with national EMIS, LMIS, and digital ID systems

Threats
- Political instability and inter-agency fragmentation
- Security risks and damage to infrastructure
- Donor dependency and lack of local ownership
- Climate shocks affecting agriculture-linked training centers

Figure 7: Institutional Capacity SWOT Analysis

This synthesis of strengths and constraints yields several key insights that shape the broader understanding of institutional capacity in Somalia's TVET sector.

Practical Implications for TVET Management

The SWOT analysis highlights the need for TVET managers and policymakers to build on strengths while systematically addressing weaknesses and external risks. Strong donor interest and community demand provide an entry point for scaling up reforms, but weak financial autonomy and instructor shortages call for structured investment in human resource development and sustainable financing models. Opportunities such as digital transformation and labour market linkages must be managed through careful prioritization and phased MIS rollout to avoid overburdening institutions with limited digital readiness. At the same time, external threats such as political instability and donor dependency underscore the importance of building resilient governance structures, strengthening FGS–FMS coordination, and embedding local ownership in TVET planning and delivery.

Management Takeaway

The SWOT analysis reveals clear priorities for managing TVET institutions in Somalia:

> 💡 Human Resources **– Recruit, train, and retain qualified instructors, with focus on women.**
>
> 💰 Financing & Governance **– Reduce donor dependency, enhance autonomy, and use performance-based planning.**
>
> 🌐 Digital Transformation **– Roll out TVET MIS gradually and strengthen digital literacy.**
>
> 🛡 Resilience **– Integrate conflict-sensitive planning, safeguarding, and climate adaptation.**

By acting on these priorities, TVET managers and policymakers can convert today's fragmented landscape into a more resilient, inclusive, and demand-driven skills system.

These findings not only highlight immediate institutional strengths and constraints but also provide the foundation for understanding Somalia's broader reform landscape. The implications of this SWOT analysis are explored further in Chapter 9 (Challenges, Opportunities, and Reform Readiness), where systemic barriers and enabling factors are analyzed in greater depth.

4.8 Key Insights

- A dual structure of public and private provision dominates the sector, with inconsistent standards and support mechanisms.
- Human resource constraints are acute, both in qualification levels and gender balance.
- Infrastructure and digital readiness are major bottlenecks, limiting innovation and scalability.
- Institutions demonstrate willingness to engage in reform, but require structured support, investment, and policy coherence.

5. PROGRAMMES, TRADES & CURRICULUM DELIVERY

Somalia's TVET ecosystem is characterized by a diverse but fragmented array of programmes and trades, reflecting both localized demand and historical donor influence. The mapping exercise identified a total of 89 distinct trades offered across surveyed institutions. While this wide range demonstrates responsiveness to diverse community and donor priorities, the question of what constitutes an *optimal number of trades* for Somalia's economy remains open. An adequate response requires the development of a national TVET Master Plan that is grounded in labour market analysis and national development priorities, ensuring that training pathways are demand-driven, cost-effective, and sustainable.[9] The trades currently offered cut across traditional sectors such as agriculture, construction, and tailoring, as well as emerging sectors like ICT and renewable energy. However, the scope and quality of

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[9] Federal Government of Somalia, *Somalia National TVET Policy – Draft for Consultation* (Mogadishu: Ministry of Labour and Social Affairs, 2024); African Development Bank, *Skills for Employability, Inclusion and Productivity (SEIP) Project Appraisal Report* (Abidjan: AfDB, 2022).

programme delivery remain uneven, with significant disparities in curriculum structure, assessment mechanisms, and instructional resources.

5.1 Range of Trades Offered

The trades offered by TVET institutions in Somalia predominantly fall within four major economic domains: service-based trades (e.g., tailoring, cosmetology), construction-related trades (e.g., carpentry, electrical installation), agriculture and livestock management, and ICT-related skills. A smaller but notable number of institutions offer training in renewable energy, mobile repair, and food preparation.
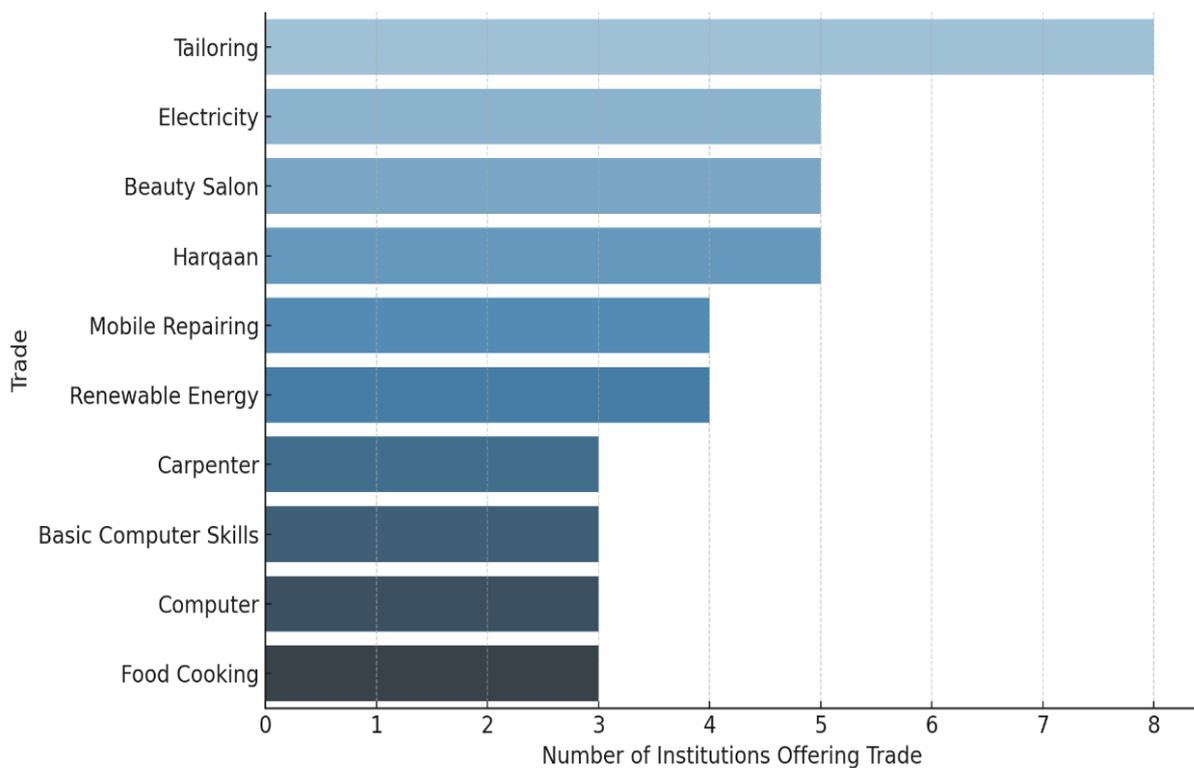
Figure 8: Top 10 trades offered by surveyed TVET institutions

The most commonly offered trades include: **Tailoring, Electricity, Beauty Salon/Cosmetology, Harqaan (Embroidery), Mobile Repairing, Renewable Energy, Carpentry, Basic Computer Skills, Computer Applications, and Food Cooking.**

The predominance of these trades suggests a continued focus on low-capital entry, quick-skilling programmes designed to increase employability in informal and semi-formal markets. However, stakeholders highlighted the need to expand trade offerings in alignment with evolving labor market demands—particularly in renewable energy, maritime logistics, agro-processing, and digital technologies. As noted earlier, determining the optimal number and mix of trades for Somalia's economy requires the development of a national TVET Master Plan, underpinned by labour market forecasting and economic planning, to ensure that programme diversification is both strategic and sustainable (see Section 10.3 on Quality and Labour Market Alignment).

5.2 Enrollment Patterns and Learner Diversity

Enrollment data reveal meaningful participation across surveyed institutions, with a total of 5,081 learners reported across various trades. Out of a potential youth population in Somalia where more than 70% are under the age of 30, this figure represents only a fraction of the demand for vocational training opportunities.[10] While gender disparities persist, there are signs of increasing inclusivity in some service-oriented programmes.
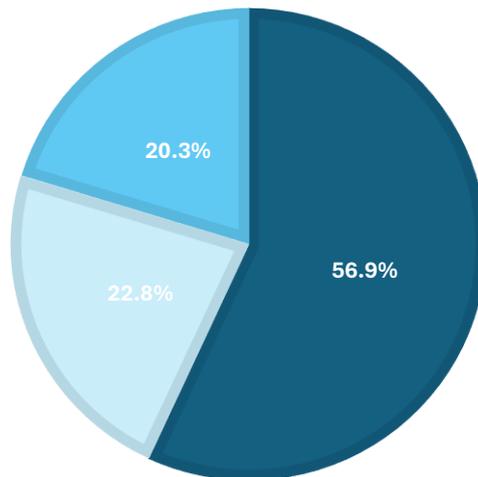
Figure 9: Enrollment by Gender and Disability Status

Key findings include:

- 52.9% of learners are male, compared to 47.1% female, with higher female enrollment observed in trades such as tailoring, beauty therapy, and hospitality—indicating modest shifts in traditionally male-dominated vocational landscapes.
- 6.6% of learners identified as persons with disabilities, reflecting emerging efforts toward inclusivity. However, the prevalence of accessibility barriers—particularly in infrastructure and instructional materials—continues to constrain full participation for PWDs.

Where age data was available, most enrolled learners fall within the 15–24 age group, which corresponds with Somalia's youthful population structure and underscores the strategic positioning of TVET as a key mechanism for youth employment, skills development, and economic empowerment.

5.3 Curriculum Implementation and Relevance

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[10] UNFPA Somalia, *National Youth Policy of Somalia* (Mogadishu: UNFPA, 2023), which estimates that youth constitute over 70% of the national population, underscoring the large unmet potential for TVET enrolment.

Curriculum development and instructional delivery across Somalia's TVET institutions remain largely fragmented and non-standardized. While some institutions benefit from donor-supported syllabi—particularly those affiliated with international NGOs—there is currently no universally adopted national TVET curriculum framework guiding content, assessment, and skills outcomes. As a result, most institutions rely on internally developed or externally borrowed curricula, which vary widely in depth, structure, and instructional hours.

The Institutional Capacity Checklist confirms that although many institutions acknowledge the importance of curriculum development, there is no consistent mechanism for regular syllabus review or harmonization. In most cases, curriculum content has not been updated in recent years, and few institutions reported structured alignment with national occupational standards or labor market demands.

Practical training components are inconsistently implemented. While institutions often claim to include hands-on exposure, the lack of modern, industry-relevant equipment—particularly in rural and under-resourced settings—means that actual practical experience is often limited or outdated. This undermines the employability of graduates and widens the gap between training and real-world application.

Key informant interviews reinforced this observation, with employers and institutional leaders consistently pointing to a disconnect between training content and labor market requirements. Employers frequently noted that graduates often require retraining before they can be productively absorbed into the workforce, particularly in technical fields such as electrical installation, ICT, and construction.

Together, these findings underscore the urgent need for a harmonized national curriculum framework, stronger industry involvement in curriculum design, and investment in modern training facilities to ensure Somalia's TVET graduates are competitive in both local and regional labor markets.

The effectiveness of curriculum design is inseparable from the instructional practices and certification mechanisms that determine how learning outcomes are delivered, assessed, and validated.

5.4 Instructional Practices and Certification Mechanisms

Instructional quality within Somalia's TVET institutions continues to be shaped by structural human resource constraints and widespread pedagogical gaps. While many instructors possess strong technical skills acquired through trade diplomas or hands-on experience, formal training in vocational pedagogy remains limited. Opportunities for continuous professional development—such as refresher courses, teaching practicums, or digital upskilling—are sparse or absent altogether in most institutions.

Internal staffing data suggests that a significant portion of instructors hold trade-level qualifications, often without accompanying teaching credentials. This skills gap contributes to inconsistent instructional quality, particularly in technical trades where both theory and practice must be harmonized.

Use of digital instructional methods is virtually non-existent. Based on institutional reporting, none of the surveyed institutions indicated the use of e-learning platforms or multimedia teaching tools. This reflects not only infrastructure constraints—such as unreliable internet and lack of devices—but also limited staff capacity to integrate technology into the classroom.

Certification mechanisms remain mostly informal. In practice, this reflects the absence of an operational national qualifications framework and standardized quality assurance mechanisms. Most institutions rely on internally issued certificates, with little or no alignment to nationally recognized qualifications or regional accreditation systems. This limits graduate mobility and undermines the credibility of qualifications, both locally and in regional labour markets. Stakeholders emphasized the need for greater oversight, including the introduction of a formal qualifications framework, standardized assessment protocols, and accreditation partnerships that would elevate the value of TVET credentials in Somalia.[11]

5.5 Workplace Learning: Internships, Apprenticeships, and Dual Training

Workplace-based learning remains sporadic across Somalia's TVET ecosystem. Although anecdotal evidence suggests that several institutions maintain informal relationships with local businesses, there is currently no consistent or well-documented structure for apprenticeships, internships, or dual training arrangements within the national framework. Many institutions indicated aspirations to provide workplace learning opportunities, but actual implementation remains limited. Challenges commonly cited by stakeholders include the absence of employer incentives, low private sector participation in curriculum co-design, and security concerns that restrict industry engagement in certain regions.

Despite these constraints, promising models have emerged—particularly in urban centers like Mogadishu—where NGO-supported dual training initiatives have helped foster stronger linkages between TVET providers and local industries. For example, the GIZ-supported *Rehabilitation of TVET in Somalia (TVET II)* project has piloted dual training schemes in ICT and construction, combining classroom instruction with structured apprenticeships in local enterprises. Similarly, initiatives by Save the Children and Shaqodoon have facilitated youth placements in hospitality and small-scale service industries. These localized successes demonstrate the potential of integrated models that align classroom training with hands-on work experience.[12]

Overall, while TVET programme delivery in Somalia is gradually evolving, it remains constrained by fragmented curricula, inconsistent quality assurance, and underdeveloped industry linkages. There is a pressing need to harmonize standards, develop labor market-responsive curricula, and scale up structured workplace-based learning models. Doing so will help ensure that Somalia's TVET system is not only inclusive but also aligned with the country's broader economic transformation agenda.

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[11] Federal Government of Somalia, *Somalia National TVET Policy – Draft for Consultation* (Mogadishu: Ministry of Labour and Social Affairs, 2024); Federal Government of Somalia, *Somalia National TVET Policy Implementation Strategy – Draft 4* (Mogadishu: MoLSA, July 2025).

[12] Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). *Rehabilitation of Technical and Vocational Education and Training in Somalia (TVET II)*. Bonn: GIZ, 2025.

The gaps in workplace-based learning underscore the urgent need for structured partnerships with employers, which is examined in the following section on TVET–industry linkages.

6. TVET-INDUSTRY LINKAGES & LABOUR MARKET RELEVANCE

The success and sustainability of any TVET system is ultimately measured by its capacity to prepare learners for gainful employment, entrepreneurship, and national economic transformation. In Somalia, where unemployment and underemployment—especially among youth and women—remain persistently high, the relevance of TVET to labour market dynamics is both urgent and strategic.

This section explores the extent to which Somalia's TVET ecosystem is aligned with current and emerging labour market needs. It assesses the level of employer involvement, the quality of existing partnerships, and the readiness of TVET graduates to meet sector-specific skills demands. The findings point to a mixed landscape: while pockets of promising engagement between training institutions and employers do exist, systemic linkages remain weak, uncoordinated, and often informal.

6.1 Employer Engagement in Programme Design

Insights from institutional surveys and key informant interviews reveal that employer engagement in TVET programme design remains limited and inconsistent across Somalia. While a few NGO-supported institutions reported active collaboration with industry actors—often through advisory boards or curriculum co-development workshops—most public institutions lacked any formal mechanism to involve employers in curriculum design or review processes.

While the data collection tools did not systematically capture quantitative metrics—such as the proportion of institutions conducting tracer studies, hosting industry guest lectures, or maintaining formal employer partnerships—qualitative insights from institutional surveys and stakeholder interviews indicate that such practices are still nascent and not yet institutionalized across the TVET landscape. This gap underscores the necessity of systematically generating quantitative data in future assessments and through the planned TVET MIS (see Section 8), in order to enable more robust, evidence-based analysis and decision-making.

This disconnect has critical implications. Without structured input from employers, many training programmes risk becoming outdated or misaligned with the technical and soft skills needed in Somalia's evolving labor market. In high-demand sectors such as construction, agriculture, and ICT, employers often opt to retrain new hires on the job rather than rely on TVET graduates, citing mismatches between training content and workplace realities.

The limited interface between institutions and industry is further compounded by the absence of a national TVET-industry coordination framework, weak private sector incentives for participation, and minimal public-private dialogue mechanisms focused on workforce development.

To address this, stakeholders called for the creation of structured employer engagement platforms at both national and institutional levels, supported by clear policy directives, incentive mechanisms, and capacity-building efforts aimed at strengthening public-private collaboration in skills development.

6.2 Work-Based Learning and Graduate Employability

{A key component of labour market-relevant training is the provision of structured workplace learning opportunities. However, as shown in table 4 below, the availability of internships, apprenticeships, and cooperative learning models remains limited across most institutions.

Table 3: Proportion of Institutions Offering Work-Based Learning Opportunities

Type of Work-Based Learning Initiative	% of Institutions Offering
Internships/Industrial Attachments	28%
Apprenticeship Programs	12%
MOUs with Employers/Industry Bodies	15%
Structured Work-Based Learning Frameworks	9%
Institutions Conducting Tracer Studies	19%

Only 28% of surveyed institutions reported facilitating any form of internship or industrial attachment. Even among these, most opportunities were informal, short-term, and lacked clear learning objectives or structured supervision. Fewer than 15% of institutions had formal Memoranda of Understanding (MOUs) with employers or industry bodies to guarantee placements, contributing to inconsistencies in learners' work experience and limiting opportunities for practical skills validation and employer feedback.

Causes of Weak Work-Based Learning Systems

Several interlinked factors explain the limited adoption and effectiveness of workplace-based training in Somalia's TVET sector:

i) **Weak Institutional-Industry Linkages:** Most institutions operate in isolation from employers. Without structured partnerships or employer advisory boards, curriculum design and internship opportunities remain ad hoc.

ii) **Limited Incentives for Employers:** Firms, particularly SMEs, perceive hosting interns or apprentices as costly in terms of time, supervision, and resources. In the absence of tax incentives, wage subsidies, or recognition schemes, most employers prefer to hire only fully trained workers.

iii) **Security and Fragility Context:** Insecurity, displacement, and political instability constrain private sector growth in many regions. This reduces the number of stable enterprises capable of hosting apprenticeships, especially in rural or conflict-affected areas.

iv) **Resource Constraints within Institutions:** Many TVET centers lack dedicated staff to manage employer relations, track placements, or monitor learner progress in the workplace. Limited budgets make it difficult to develop structured dual training frameworks.

v) **Cultural and Social Barriers:** In some contexts, employers remain hesitant to host female learners in technical trades (e.g., mechanics, construction), further restricting inclusivity in workplace-based learning.

vi) **Absence of Policy Frameworks:** Somalia lacks an institutionalized national work-based learning framework that sets standards for internships, apprenticeship contracts, supervision requirements, or assessment criteria. As a result, existing opportunities remain fragmented and non-standardized.

Implications for Graduate Employability

In the absence of strong, institutionalized work-based learning systems, graduate employability is negatively affected. Only 19% of institutions reported conducting tracer studies to monitor graduate outcomes, and where they exist, these studies are typically ad hoc and lack methodological rigor. Employers interviewed during the mapping consistently noted that many graduates are not job-ready upon completion. They often require supplementary training in **soft skills, digital literacy, occupational health and safety, and practical technical competencies** before they can transition into the workforce.

This situation creates a cycle where TVET graduates struggle to secure jobs, employers remain reluctant to invest in hosting trainees, and institutions fail to demonstrate labour market relevance — thereby weakening the credibility of the TVET system as a whole.

Management Takeaway: Strengthening Work-Based Learning in Somalia

The weak integration of internships, apprenticeships, and employer partnerships undermines graduate employability and limits the credibility of TVET qualifications. To address this, MoLSA, FMS authorities, and TVET managers should prioritize:

i) **Creating Incentives for Employers** – Introduce recognition schemes, wage subsidies, or tax benefits to encourage firms (especially SMEs) to host interns and apprentices.

ii) **Establishing a National Framework** – Develop clear standards for apprenticeship contracts, supervision, duration, and assessment, ensuring that all workplace learning is structured and quality-assured.

iii) **Strengthening Institutional Capacity** – Allocate staff and resources within TVET institutions to manage employer relations, monitor placements, and conduct tracer studies.

iv) **Promoting Inclusivity** – Work with employers to reduce cultural barriers and expand opportunities for women and persons with disabilities in traditionally male-dominated trades.

v) **Embedding WBL into the MIS** – Ensure the TVET MIS captures quantitative data on internships, apprenticeships, and graduate outcomes, making labour market relevance a measurable performance indicator.

By institutionalizing work-based learning, Somalia can shift from fragmented, short-term attachments toward a system that produces job-ready graduates and builds stronger employer confidence in TVET.

6.3 Sector-Specific Skills Gaps and Opportunities

The relevance of TVET to Somalia's labour market is heavily influenced by sectoral economic dynamics. The mapping exercise highlighted several priority sectors with both current and emerging skills needs.

Table 4: Labour Market Skills Demand vs. TVET Offering Alignment

Sector	Emerging Skills Needs	TVET Alignment
Agriculture & Livestock	Agri-processing, climate-smart farming, animal husbandry, veterinary skills	Limited (mostly informal)
Construction	Green building technologies, plumbing, masonry, electrical installation	Strong in urban institutions
ICT	Network administration, cybersecurity, e-commerce, digital literacy	Growing but uneven
Maritime & Logistics	Dock work, engine maintenance, fisheries technology	Underrepresented
Health & Care Services	Nursing, midwifery, elderly care, first aid	Limited to NGO-run centres

While some TVET institutions have made strides in tailoring their offerings to these areas, the absence of a national skills forecasting mechanism or labour market observatory means that training provision remains reactive rather than strategic.

6.4 Private Sector Perspectives

Stakeholder consultations with industry representatives across sectors pointed to a range of constraints and opportunities in fostering effective TVET–industry partnerships:

Constraints:

- Mismatch between training and real-world work environments
- Lack of soft skills among graduates (communication, time management)
- Inadequate technical depth due to short course durations
- Poor awareness among employers about available TVET graduates

Opportunities:

- Appetite for Public-Private Partnership (PPP) models in skills training
- Potential to digitize apprenticeship tracking and certification
- Interest in sector-specific Centers of Excellence (e.g., ICT hubs)
- Donor interest in demand-driven training through performance-based financing

Taken together, these perspectives highlight the systemic disconnect between skills supply and labour market demand, reinforcing the importance of strengthening the skills–jobs nexus.

6.5 Strengthening the Skills–Jobs Nexus

To ensure that Somalia's TVET system becomes a key enabler of inclusive economic growth, stronger systemic linkages between training and employment are required. This includes the formalization of employer engagement structures, increased investment in dual training models, and improved tracer studies and job placement systems.

Recommendations emerging from this section will be elaborated in the concluding chapter but include:

- Establishing national sector skills councils with employer representation
- Developing an integrated job-matching and graduate tracking platform
- Providing tax or recognition incentives to employers who host apprentices
- Enhancing the capacity of TVET institutions to analyze and respond to labor market data

These are not exhaustive. A full set of recommendations is presented in **Chapter 10 (Strategic Recommendations and Way Forward)**, where they are elaborated within the broader reform pillars on **Quality and Labour Market Alignment (Section 10.3)** and **Governance, Financing, and Sustainability (Section 10.6)**.

7. EQUITY, INCLUSION, AND SAFEGUARDING

Equity and inclusion lie at the heart of Somalia's national aspirations for a transformative TVET sector. As articulated in the National Development Plan-9 and the draft National TVET Policy, the Government of Somalia has committed to ensuring that all Somalis—irrespective of gender, ability, displacement status, or socio-economic background—have equitable access to quality skills development opportunities. This vision aligns with Sustainable Development Goal 4 on inclusive and equitable education and resonates strongly with the needs of Somalia's youthful population, 70% of whom are under 30 years of age.[13]
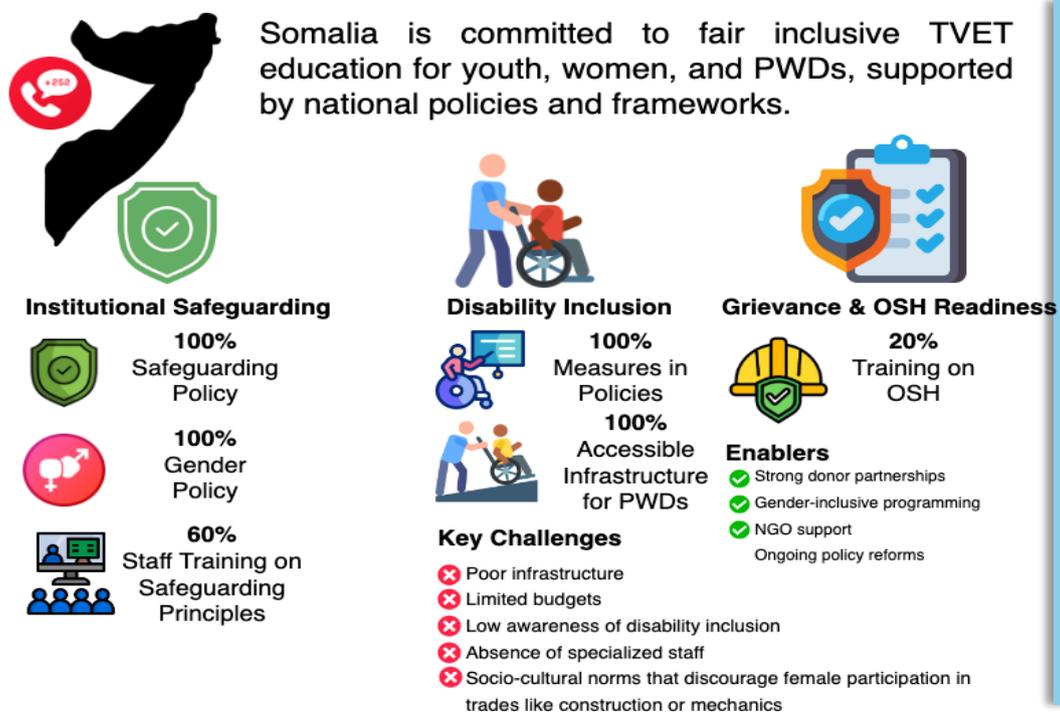

Figure 10: Equity, Inclusion &Safeguarding

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[13] UNFPA Somalia. *National Youth Policy 2020–2025*. United Nations Population Fund Somalia, 2020.

Institutional Safeguarding and Gender Inclusivity

Data from the Institutional Capacity Assessment reveals encouraging trends in safeguarding and gender inclusion practices, although implementation gaps persist. Among institutions that submitted complete data; 100% reported having a formal safeguarding policy in place, 80% confirmed the presence of a safeguarding focal point or committee, and only 60% had staff trained on safeguarding principles, indicating a need to translate policy into operational practice.

All assessed institutions affirmed having a gender policy and dedicated support structures for female students. Similarly, 80% reported access to gender-sensitive sanitation facilities, pointing to increasing awareness of the infrastructural needs required to foster female participation in TVET.

Disability Inclusion and Accessibility

Disability inclusion remains both a human rights imperative and a development opportunity. While 60% of institutions reported that disability inclusion measures are embedded in their internal policies, only 40% had infrastructure accessible to persons with disabilities. These findings were echoed in key informant interviews, where institutional leaders highlighted financial constraints, outdated infrastructure, and lack of technical support as key barriers to inclusion.

Grievance Redress and OSH Preparedness

Grievance mechanisms, which are central to student protection and dignity, were available in 80% of assessed institutions. However, integration with Occupational Safety and Health standards and disaster preparedness remained limited. Only 20% of institutions reported having trained both staff and students on OSH protocols, and similarly, only 20% indicated active links with local disaster response systems. These gaps pose significant risks as institutions expand into trades involving hazardous tools, chemicals, and environments.

Table 5: Summary of Compliance

Indicator	% of Assessed Institutions (n=5)
Safeguarding policy in place	100%
Gender policy documented	100%
Staff trained on safeguarding	60%
Accessible infrastructure for PWDs	40%
Disability inclusion in policies	60%
Gender-sensitive sanitation facilities	80%
Safeguarding focal point/committee present	80%
Grievance redress mechanisms available	80%
OSH & disaster preparedness training	20%
Institutional link to disaster response coordination	20%

These findings illustrate a commendable policy-level commitment but reveal implementation gaps, particularly in OSH compliance, accessibility infrastructure, and safeguarding training.

Key Barriers and Enablers

During stakeholder consultations, several challenges were consistently cited:

- **Barriers**: Poor infrastructure, limited budgets, low awareness of disability inclusion, absence of specialized staff, and socio-cultural norms that discourage female participation in trades like construction or mechanics.
- **Enablers**: Strong donor partnerships, interest in gender-inclusive programming, availability of NGO support, and ongoing policy reforms such as the new TVET Bill and Safeguarding Frameworks promoted by SEIP. In addition, the Government has articulated commitments to reinforce inclusion through the Draft National TVET Policy, the National Youth Policy (2023), and MoLSA's adoption of safeguards under the SEIP project, all of which emphasize gender equity, disability mainstreaming, and targeted support for vulnerable groups.

Strategic Implications

Addressing these equity and safeguarding gaps is not only a matter of compliance—it is vital for the credibility, legitimacy, and sustainability of Somalia's TVET reforms. As the sector moves towards digitization and scale, ensuring inclusive design, safeguarding-by-default features in the MIS, and robust grievance redressal mechanisms must be embedded as core principles.

Embedding principles of equity, inclusion, and safeguarding will also require integration into digital systems; the next section outlines how MIS design and digital readiness can mainstream these priorities.

8. DIGITAL READINESS AND MIS REQUIREMENTS

The development of a robust and integrated Management Information System is a critical enabler of Somalia's TVET reform agenda. The MIS is not simply a technology tool—it is a foundational mechanism for evidence-based planning, accountability, and system coherence. This section presents the current digital readiness of TVET institutions and stakeholders, highlights gaps in infrastructure and digital skills, and outlines the functional and technical requirements articulated by stakeholders for an inclusive, scalable MIS.

8.1 Digital Infrastructure and Connectivity

The mapping exercise revealed considerable disparities in digital readiness among Somalia's TVET institutions. While institutions in urban centers—particularly those supported by NGOs—showed stronger access to ICT infrastructure, many others, especially in remote and FMS-managed regions, continue to operate with minimal or outdated digital tools.

Survey results show that:

Table 6: Digital Infrastructure and Connectivity

Digital Infrastructure Indicator	Percentage of Institutions Reporting Availability
Functional computers for administrative use	87.5%
Student computer access (e.g., computer lab)	62.5%
Internet connectivity (regular and reliable)	75.0%
ICT support staff or technician on site	87.5% (via instructor ICT training as proxy)
Power supply backup (e.g., generator or solar)	Not explicitly measured
Use of digital tools for enrollment or data reporting	0.0%

While the presence of ICT hardware and basic internet connectivity is relatively widespread, qualitative feedback indicates that service quality is often poor. Institutions reported frequent disruptions due to power outages, low bandwidth, and lack of trained personnel to maintain digital systems. Furthermore, no institutions surveyed reported using digital tools for student enrollment or data reporting, suggesting that Somalia's TVET system remains in the early stages of digital transformation.

The urban–rural divide is particularly evident, as is the gap between public institutions and those operated or supported by NGOs. Closing this digital divide will be critical as Somalia moves toward integrating MIS platforms and digital service delivery in its national TVET ecosystem.

8.2 Human Resource Digital Capacity

The institutional capacity assessment explored the extent of digital literacy and the application of ICT tools among TVET teaching and administrative staff. Many institutions acknowledged significant skills gaps in their ability to operate digital systems—particularly for data entry, student information management, and performance analysis.

While the survey revealed that 87.5% of institutions have functional ICT equipment and an equivalent proportion have designated training facilities, actual digital proficiency among staff remains low. Only a small fraction of institutions reported structured digital skills training or formal use of MIS platforms for data management. Notably, no institution reported using digital systems for student management, indicating that operations remain fully paper-based. 87.5% of institutions reported that instructors had received some form of ICT training, although this was not necessarily targeted at MIS usage or digital data tools. Despite this, staff across most institutions expressed high willingness to adopt digital tools provided they receive foundational training and ongoing support.

These findings reinforce the critical need for embedding robust digital skills development into the national MIS rollout strategy. Beyond hardware deployment, it will be essential to implement role-specific training programs for institutional managers, data clerks, instructors, and IT support staff. Without targeted capacity-building, Somalia's digital transition risks being undermined by low operational readiness at the frontline level.

8.3 Priority Functional Requirements for TVET MIS

As part of the stakeholder consultation and system requirements assessment, institutional heads, MoLSA officials, FMS representatives, and development partners were asked to define what a functional MIS should be able to do. Responses were highly consistent and underscored the need for a modular, scalable, and user-friendly system. Core functional priorities included:

Table 7: TVET MIS Key Functional Requirements

Module	Key Capabilities
Institution Registration	Record and manage institutional profiles, ownership, accreditation, and facilities.
Course and Programme Management	Catalogue courses, define curricula, and link to national standards.
Enrollment and Student Records	Capture enrollment, attendance, dropout, and completion rates by gender/location.
Trainer and Staff Management	Track qualifications, assignments, training history, and deployment.
Certification and Exam Records	Digitize certification processes, link to assessments, and issue verifiable records.
Graduate Tracking and Employment	Follow-up on graduate status, employment, and entrepreneurial outcomes.
TVET-Industry Interface	Integrate employer databases, internship placements, and feedback systems.
Reporting and Analytics	Visual dashboards for enrollment trends, completion rates, and system-wide KPIs.

Notably, many respondents emphasized the importance of a geographically federated system that allows decentralized entry by FMS and institutions while maintaining national-level data aggregation and analysis.

8.4 Technical Requirements and Integration Needs

In addition to functionality, technical expectations were articulated around system architecture, scalability, and data security. The MIS is expected to:

- Operate as a **web-based, mobile-responsive platform** with offline capabilities in low-connectivity areas.
- Be hosted on a secure government or MoLSA cloud server, with a **role-based access control system**.
- Ensure **compliance with data privacy frameworks**, especially around student and certification records.
- Integrate with existing and emerging national systems, such as:
    - The **Education Management Information System (EMIS)** for continuity across learning pathways
    - The **Labour Market Information System (LMIS)** to align training supply with demand

o The **Child Protection Information Management System (CPIMS)** for safeguarding and youth monitoring
o Future **linkages to the National ID database (NID)** to support traceability, authentication, and cross-institutional transfers

An example of a sample data flow for such integrations is provided below:
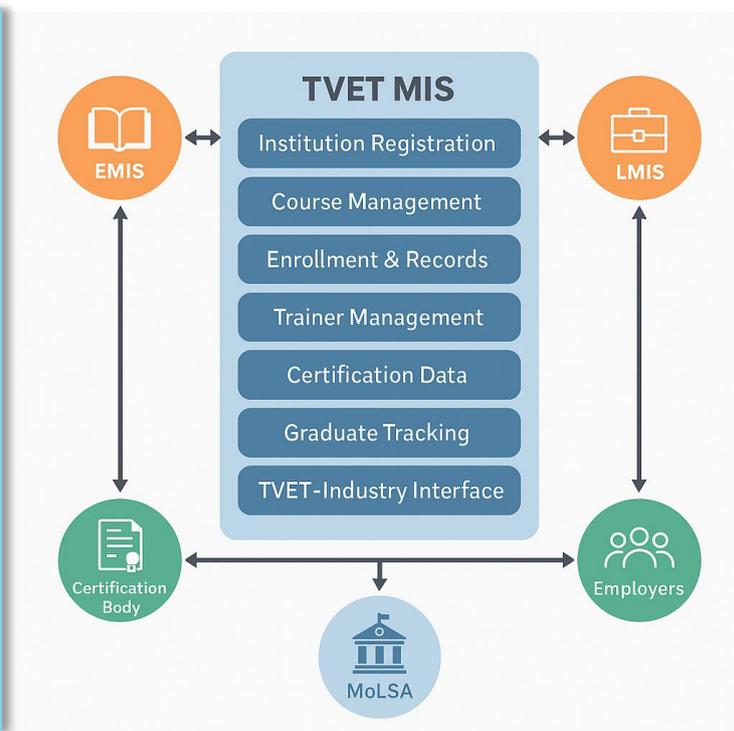
Figure 11: Proposed Data Integration Flows for TVET MIS

8.5 Challenges and Readiness Gaps

Despite high enthusiasm, several barriers were identified that must be addressed to ensure successful MIS deployment:

- **Low digital penetration**: Especially in rural and FMS-managed institutions.
- **Skill deficits**: Among administrators, data entry staff, and instructors.
- **Fragmented data collection practices**: Multiple formats, paper-based records.
- **Weak culture of data use**: Reporting is often donor-driven, with limited internal feedback loops.

These insights imply that an MIS cannot succeed as a technology alone—it must be accompanied by a change management plan, standard operating procedures (SOPs), and ongoing technical and user support.

8.6 Capacity-Building Recommendations

As part of the MIS rollout, the following priority actions are proposed:

Table 8: Proposed Somalia TVET MIS Intervention Areas

Area	Proposed Interventions
Digital Literacy	National capacity-building programme for TVET administrators and trainers on MIS use.
SOP Development	Establish national data collection protocols and reporting templates.
Change Management	User sensitization campaigns to create ownership and trust in the MIS.
Resource Allocation	Equip institutions with minimum ICT hardware to participate in MIS activities.
Monitoring & Support	Helpdesk, training-of-trainers model, and user feedback loop to improve adoption.

Somalia's TVET sector stands at a pivotal moment. The development of a robust, inclusive, and data-driven MIS is a critical step toward building a coherent national TVET system. However, success will depend on careful alignment of infrastructure, human capacity, and institutional mandates. A phased implementation strategy—starting with piloting in better-equipped institutions, followed by national scale-up—is recommended to ensure sustainability and local ownership.

9. CHALLENGES, OPPORTUNITIES, AND REFORM READINESS

The mapping and assessment of Somalia's TVET ecosystem reveal a system at a critical juncture—one characterized by both persistent systemic challenges and unique windows of opportunity. The interplay of protracted fragility, demographic pressure, emerging donor interest, and institutional ambition sets the stage for an ambitious reform agenda.

This section builds directly on the SWOT analysis of institutional capacity (see Section 4.7) by synthesizing those strengths, weaknesses, opportunities, and threats into a broader narrative of systemic constraints and strategic enablers. It is grounded in field data, policy analysis, and stakeholder consultations, and serves as a bridge between the diagnostic findings and the forward-looking recommendations in Chapter 10.

9.1 Key Challenges Undermining TVET Effectiveness

As outlined in the SWOT analysis (see Section 4.7), Somalia's TVET sector operates within a complex landscape marked by fragmented governance, underfunding, and limited coordination. The following structural and operational constraints were consistently identified across Federal Member States during the survey and stakeholder engagements, and illustrate how the weaknesses and threats identified earlier play out in practice:

a) **Policy and Institutional Fragmentation:** While Somalia has developed key frameworks such as the Draft National TVET Policy and the Education Sector Strategic Plan (ESSP 2022–2026), operationalization is constrained by institutional overlaps, unclear mandates, and weak inter-governmental coordination. Both FGS and FMS maintain parallel institutional arrangements for TVET oversight, with little harmonization of curricula, certification, or quality assurance standards. This fragmentation impedes the development of a unified system.

b) **Inadequate Infrastructure and Learning Environment:** Over 70% of institutions assessed reported dilapidated facilities, lack of workshops or laboratories, and limited access to tools and consumables. Many centers operate without reliable water, electricity, or connectivity. These limitations reduce the quality of learning and compromise the effectiveness of trades such as automotive, carpentry, and ICT.

c) **Human Resource Constraints:** TVET institutions face a chronic shortage of qualified instructors, especially in technical trades. The majority of teaching staff lack pedagogical training or industry exposure. Only a few institutions reported having regular refresher courses or performance appraisals for trainers, undermining both instructional quality and relevance.

d) **Limited Labour Market Linkages:** The absence of structured mechanisms for employer engagement in curriculum design, internship placements, and post-graduation tracking severely limits the employability outcomes of trainees. Employer interviews indicated low awareness or confidence in the TVET system, with placement rates and formal linkages between institutions and industry remaining weak or non-existent.

e) **Gender and Inclusion Gaps:** Female participation in traditionally male-dominated trades (such as welding or electronics) remains low. From the institutional capacity assessment, none of the surveyed institutions explicitly reported providing tailored support mechanisms for female learners or persons with disabilities. While 11.5% acknowledged facing gender or inclusion challenges, the absence of concrete measures indicates significant policy–practice gaps. Safeguarding frameworks are also underdeveloped, with most institutions lacking trained focal points or operational mechanisms to respond to gender-based violence, harassment, or exploitation.

f) **Weak Data Systems and Digital Infrastructure:** The digital transformation of TVET institutions is extremely limited. From the MIS System Requirements Tool, none of the surveyed institutions reported having a functioning or integrated Management Information System in place. While the demand and need are acknowledged anecdotally, no institution demonstrated current use of a digital MIS platform interoperable with MoLSA or EMIS. This absence severely hampers learner tracking, policy planning, and coordination with national systems.

While these systemic challenges are significant, they directly mirror the weaknesses and threats identified in the SWOT analysis. Importantly, they coexist with a set of emerging opportunities (discussed in Section 9.2) that, if harnessed, could accelerate the transformation of Somalia's TVET sector.

9.2 Emerging Opportunities for System Transformation

As highlighted in the SWOT analysis (see Section 4.7), Somalia's TVET sector is not only defined by its systemic weaknesses and threats but also by emerging strengths and opportunities that can be leveraged for reform. These enablers reflect both domestic ambition and international momentum, positioning the sector for transformative change if reforms are carefully sequenced and institutionalized.

a) **Policy Commitment and Reform Momentum:** Despite fragmentation, the Federal Government and Federal Member States have expressed strong commitment to revitalizing TVET, as evidenced by the Draft National TVET Policy, the ESSP 2022–2026,

and new initiatives under the SEIP project. These frameworks provide a baseline for harmonizing systems and scaling reforms.

b) **Donor and Development Partner Engagement:** Somalia continues to benefit from targeted support from multilateral agencies (e.g., AfDB, ILO, GIZ, UNICEF) and bilateral partners investing in skills development, institutional capacity, and MIS platforms. Donor interest remains strong, creating opportunities for co-financing reforms and piloting innovative models.

c) **Youthful Population and Labour Market Demand:** With over 70% of the population under the age of 30, Somalia has a large pool of potential learners. At the same time, labour demand is rising in sectors such as construction, renewable energy, logistics, ICT, and fisheries. This demographic–economic convergence presents a unique opportunity for skills-driven growth, if properly harnessed.

d) **Emerging Institutional Anchors:** Urban centers such as Mogadishu, Hargeisa, and Garowe already host relatively stronger TVET institutions, some piloting competency-based curricula, digital innovations, and public–private partnerships. These can serve as reform incubators and demonstration hubs for scaling best practices nationwide.

e) **Digital Transformation Potential:** While current ICT readiness remains weak, the expansion of internet coverage and mobile penetration creates the possibility of blended learning, e-learning, and integrated data systems. The planned TVET MIS offers a pathway to institutionalize monitoring, accountability, and coordination with national systems such as EMIS and LMIS.

f) **Safeguarding and Inclusion Frameworks:** New policy instruments such as the SEIP Safeguarding Frameworks and the Draft National Youth Policy (2023) emphasize gender equity, disability mainstreaming, and protection against exploitation. If operationalized, these can shift the sector toward more inclusive and accountable practices.

Taken together, these factors reflect Somalia's **reform readiness**: while weaknesses remain deeply entrenched, there is a convergence of political will, donor engagement, and institutional innovation that can be strategically leveraged to reposition TVET as a driver of human capital development and inclusive growth. The challenge lies in sequencing reforms, ensuring government ownership, and embedding sustainability beyond donor cycles.

9.3 Readiness for Reform

When viewed through the lens of reform readiness, Somalia's TVET system demonstrates a combination of foundational assets and capacity gaps. Table 10 below provides a synthesized readiness snapshot.

Table 9: Summary of Somalia's TVET Reform Readiness

Thematic Area	Status	Implication for Reform
Policy and Strategy	National policy frameworks drafted	High readiness if operationalized with strong coordination
Institutional Capacity	Varies by FMS; low in many districts	Requires phased strengthening and capacity building
Infrastructure & Equipment	Largely inadequate	Reform must prioritize capital investments
Trainer Capacity	Shortage of qualified instructors	Needs robust recruitment, training, and retention programs

MIS and Digital Systems	Nascent or non-existent	High priority for digital transformation
Labour Market Linkages	Weak to moderate	Requires employer incentives and structured partnerships
Inclusion & Safeguarding	Policy awareness present, practice weak	Institutional audits and safeguards must be enforced
Donor and Partner Support	Expanding and committed	Opportunity to align support under a unified reform agenda

The Somali TVET system stands at a critical inflection point. While deep-rooted structural limitations exist, the convergence of policy momentum, demographic need, digital potential, and growing donor commitment provides a unique window of opportunity. If anchored in strong governance, data systems, and inclusive institutional capacity-building, Somalia can transform TVET into a robust engine for inclusive economic development and stability.

In summary, Somalia's TVET sector faces persistent systemic challenges that constrain its effectiveness, yet these are counterbalanced by emerging strengths and reform opportunities. The preceding analysis — anchored in the SWOT framework — underscores both the urgency of addressing institutional weaknesses and the potential to harness demographic, policy, and donor momentum for transformative change. Building on this dual reality, the next chapter presents a set of Strategic Recommendations and a Way Forward (Chapter 10) that translate these diagnostic insights into actionable reform priorities for government, development partners, and TVET institutions.

The diagnostic findings in Chapter 9 directly inform the reform priorities presented in Chapter 10. Each major barrier and opportunity has been mapped to the corresponding recommendation pillar:

Table 10: Challenge–opportunity to recommendation pillar mapping

Challenge / Opportunity (Chapter 9)	Corresponding Recommendation Pillar (Chapter 10)
Policy and Institutional Fragmentation	**Pillar 1: Governance and Coordination** – Clarify mandates, strengthen FGS–FMS coordination, and establish national accreditation and quality assurance frameworks.
Inadequate Infrastructure and Learning Environment	**Pillar 2: Quality and Infrastructure** – Invest in workshops, ICT labs, and safe, inclusive facilities.
Human Resource Constraints	**Pillar 3: Teacher Training and Professional Development** – Recruit, train, and incentivize instructors, with emphasis on female trainers.
Limited Labour Market Linkages	**Pillar 4: Labour Market Alignment and Employability** – Expand sector skills councils, employer partnerships, apprenticeships, and tracer studies.
Gender and Inclusion Gaps	**Pillar 5: Equity and Safeguarding** – Operationalize safeguarding frameworks, promote female participation, and strengthen disability inclusion.

Weak Data Systems and Digital Infrastructure	**Pillar 6: Digital Transformation** – Deploy the TVET MIS, integrate with EMIS/LMIS, and embed data-driven planning and accountability.
Policy Commitment and Reform Momentum	**Pillar 7: Reform Readiness and Sustainability** – Align TVET reforms with national strategies (NDP-10, ESSP), ensure sequencing, and embed government ownership.
Donor and Development Partner Engagement	**Pillar 7: Reform Readiness and Sustainability** – Leverage donor interest for co-financing and scaling best practices.
Youthful Population and Labour Market Demand	**Pillar 4: Labour Market Alignment and Employability** – Target high-demand trades (ICT, renewable energy, logistics, fisheries).
Digital Transformation Potential	**Pillar 6: Digital Transformation** – Introduce blended learning, digital literacy, and e-learning models.
Safeguarding and Inclusion Frameworks	**Pillar 5: Equity and Safeguarding** – Operationalize SEIP and MoLSA frameworks across all institutions.

10. STRATEGIC RECOMMENDATIONS & WAY FORWARD

The TVET Mapping and MIS Requirements Assessment in Somalia reveals a sector at a transformative juncture—brimming with potential but grappling with legacy challenges, systemic fragmentation, and contextual limitations of post-conflict reconstruction. The recommendations presented herein provide a pragmatic yet ambitious roadmap that aligns with Somalia's national development priorities, the African Union's Agenda 2063, and the African Development Bank's operational frameworks for skills development.

These recommendations are drawn from primary data analysis, institutional capacity assessments, extensive stakeholder consultations, and a synthesis of strategic policy documents including the Draft National TVET Policy (2020), ESSP 2022–2026, and the Somalia National Transformation Plan (2025–2029). The way forward is structured across six strategic pillars to ensure cohesion, inclusivity, sustainability, and long-term impact.

10.1 Pillar 1: Policy Consolidation and Legal Harmonization

One of the foundational challenges in Somalia's TVET system lies in policy fragmentation and misaligned governance. A comprehensive national policy and legal framework must be finalized and harmonized across the Federal Government and Member States. Importantly, the National TVET Policy should not stand alone: it must be accompanied by a TVET Master Plan that sets out a sequenced, costed, and implementable roadmap for the sector over the next 5–10 years. This Master Plan would also help address critical strategic questions — such as defining the optimal number and type of trades to be supported (see Section 5) — and ensuring alignment between labour market demand, curriculum reform, and institutional investments.

Table 11: Recommendations for Policy Consolidation and Legal Harmonization

Action	Timeline	Responsible
Finalize and endorse the Draft National TVET Policy and Implementation Strategy	Short-term (0–6 months)	MoLSA, MoECHE, Parliament
Establish a Federal TVET Council with FMS representation to ensure coordinated governance	Short to Medium-term	MoLSA + FMS Ministries
Enact a TVET Act to define mandates, standards, and quality assurance responsibilities	Medium-term (6–12 months)	MoLSA, Attorney General
Develop and adopt a National TVET Master Plan aligned with the Policy and NTP, detailing phased implementation, financing, and monitoring mechanisms	Medium-term (6–18 months)	MoLSA, MoECHE, FMS Ministries, with donor support

10.2 Pillar 2: Institutional Capacity and Infrastructure Strengthening

Survey results revealed wide disparities in infrastructure quality, staffing, and administrative capabilities across Somalia's TVET institutions. Addressing these gaps is essential to establish credible, resilient, and equitable service delivery.
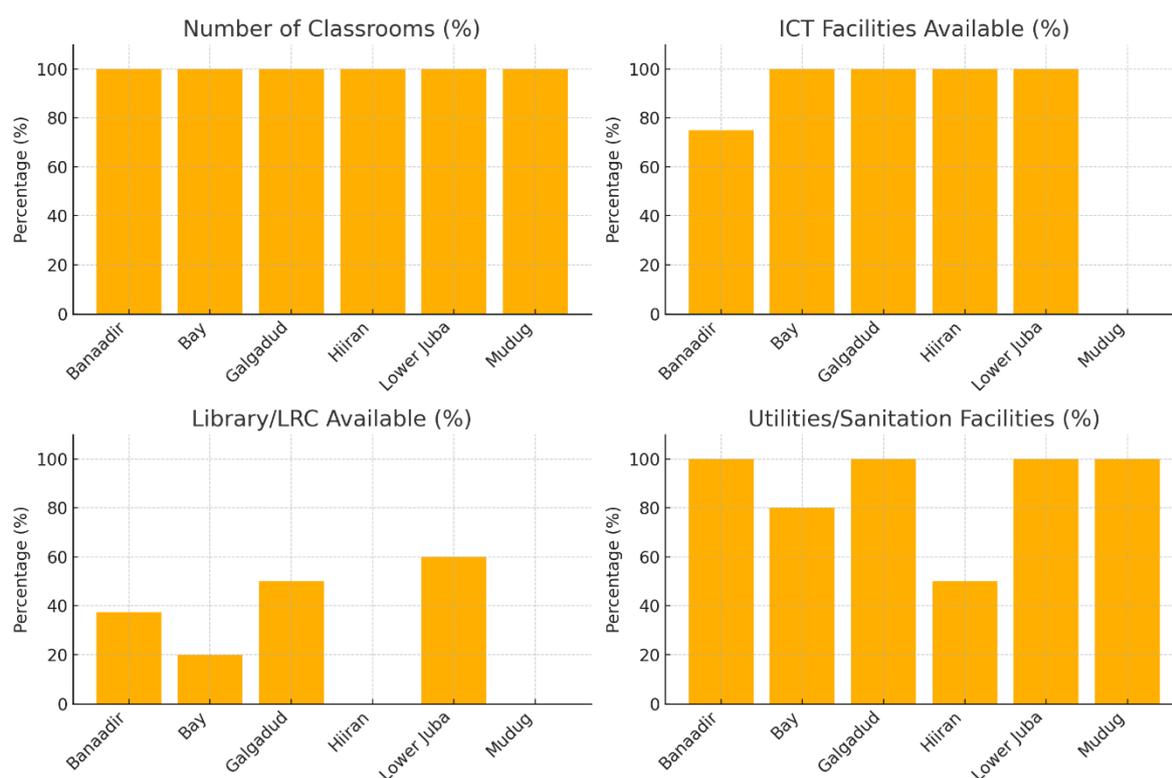

Figure 12: Institutional Capacity and Infrastructure Strengthening

Recommendations:

- Conduct a nationwide institutional audit to classify centers by capacity and needs.
- Allocate targeted infrastructure rehabilitation funds focusing on underserved regions.
- Establish trainer development programs through local universities and international exchanges.

10.3 Pillar 3: Quality and Labour Market Alignment

While TVET enrolment is slowly increasing, curriculum relevance and graduate employability remain low. Employers cite skill mismatches and inadequate industry exposure as core concerns.

Recommendations:

Table 12: Quality and Labour Market Alignment Recommendations

Intervention	Description
Curriculum modernization	Align programs with labor market demand in ICT, renewable energy, logistics, maritime, and construction.
Sector Skills Councils	Set up PPP-led bodies to guide curriculum updates, occupational standards, and training outcomes.
Apprenticeship schemes	Design dual training models in collaboration with employers, using SEIP as a pilot framework.
National TVET Master Plan	Develop and adopt a Master Plan to define the optimal number and mix of trades, informed by labour market forecasting, sector skills analysis, and economic planning. This will provide a coherent roadmap for aligning TVET programme diversification with Somalia's medium- and long-term development priorities.
Tracer Studies & Employer Engagement Indicators	Institutionalize quantitative tracking of graduate employment outcomes, tracer studies, and employer engagement (e.g., industry guest lectures, internships, MOUs) through mandatory reporting within the national TVET MIS. This will provide an evidence base for assessing labour market alignment and programme effectiveness.

Why Somalia Needs a TVET Master Plan

Somalia's TVET system currently offers 89 distinct trades across institutions, reflecting both community demand and donor influence. While this diversity shows adaptability, it also risks fragmentation, duplication, and misalignment with national labour market needs. A **National TVET Master Plan** would provide a coherent framework to:

- **Define the optimal number and mix of trades** based on labour market forecasting and sector skills analysis.
- **Align training pathways with national development priorities**, ensuring that programmes support key growth sectors such as renewable energy, agro-processing, ICT, and maritime logistics.
- **Guide donor and government investments** towards high-demand and economically relevant skills areas, reducing duplication and inefficiency.
- **Strengthen accountability and quality assurance** by linking trades and curricula to a unified national qualifications framework.
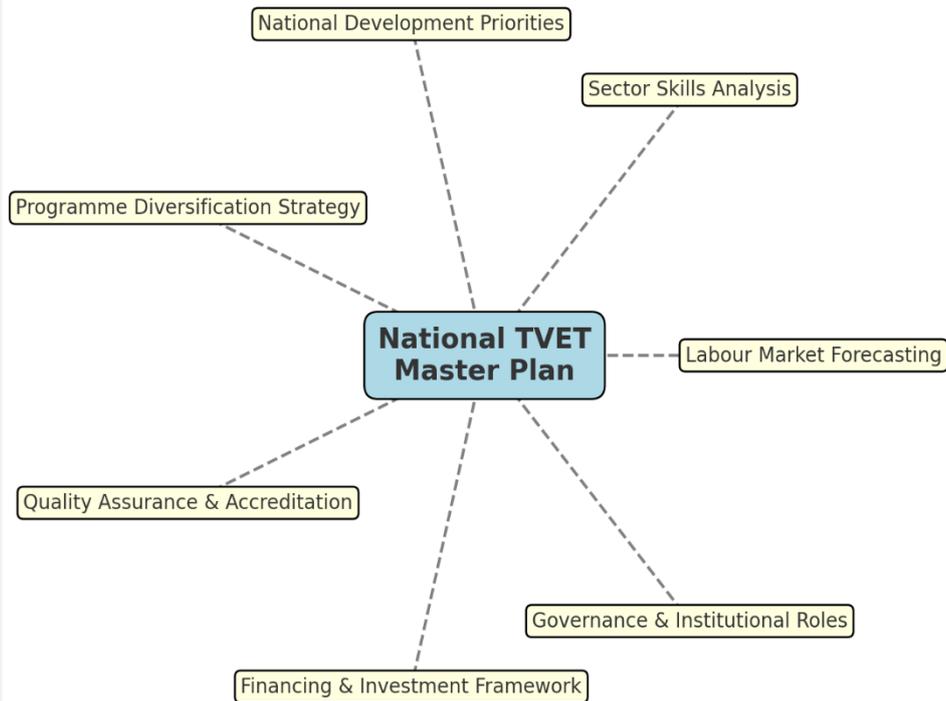
Figure 13: Elements of a TVET master plan

By anchoring programme diversification within a Master Plan, Somalia can move from ad hoc training provision to a demand-driven, future-ready TVET system.

10.4 Pillar 4: Digital Transformation and MIS Rollout

The development and deployment of a unified TVET MIS is central to enabling data-driven decision-making, enhancing transparency, and supporting performance-based budgeting and monitoring.

Recommendations:

- Roll out the TVET MIS in a phased approach, prioritizing FMS with high digital readiness.
- Develop role-based dashboards for policy makers, administrators, and employers.
- Train institutional focal points in digital data collection, system usage, and privacy compliance.

10.5 Pillar 5: Equity, Inclusion, and Safeguarding

Somalia's young population includes large cohorts of women, displaced persons, and people with disabilities—many of whom remain excluded from TVET access and benefits.

Recommendations:

Table 13: Equity, Inclusion, and Safeguarding Recommendations

Intervention Area	Key Measures
Gender equity	Introduce affirmative enrolment policies, female-friendly facilities, and mentorship programs.
Disability inclusion	Ensure that infrastructure complies with universal design standards.
Safeguarding compliance	Implement institution-level policies for GBV prevention, reporting, and referral systems.
Enrolment Benchmarking	In collaboration with the National Bureau of Statistics (NBS) and MoLSA, establish a national baseline target for TVET enrolment as a percentage of the youth population. This will allow enrolment figures (e.g., 5,081 learners in this mapping) to be tracked against a clear benchmark, enabling policymakers to monitor progress toward expanding equitable access.

10.6 Pillar 6: Governance, Financing, and Sustainability

For reforms to be sustainable, governance structures must be accountable and resourced. Institutional financing must move from donor dependence toward predictable, performance-linked domestic funding.

Recommendations:

- Develop a TVET Financing Strategy aligned to NTP and SEIP outcomes.
- Incentivize public-private partnerships (PPPs) for infrastructure development and curriculum delivery.
- Establish a results-based grant mechanism to reward high-performing institutions based on MIS-reported KPIs.

The six strategic pillars outlined above provide a coherent framework, but their success depends on a sequenced, phased approach to implementation, as set out in the following roadmap.

10.7 Way Forward: A Phased Implementation Strategy

To translate the above into action, a sequenced and costed reform roadmap must be co-developed with all stakeholders. The suggested phases are:

Table 14: Phased Implementation Strategy

Timeframe	Priority Area	Key Actions	Responsible Actor(s)
0–12 Months **(Short-Term)**	**Policy and Regulatory Priorities**	• Adopt and disseminate Somalia National TVET Policy • Clarify roles of MoLSA, MoECHE, and FMS authorities	MoLSA, MoECHE, FMS Ministries
	Institutional Strengthening	• Establish interim TVET coordination units at FGS and FMS levels • Conduct induction training for TVET managers	MoLSA, FMS Ministries
	Gender, Inclusion & Safeguarding	• Implement safeguarding protocols across institutions • Conduct accessibility audits in at least 50% of public centers	MoLSA, FMS TVET Bodies, NGOs
	Data and MIS Readiness	• Train MoLSA and FMS officers in digital literacy • Validate user requirements and begin TVET-MIS prototyping	MoLSA ICT Unit, MIS Development Team
12–24 Months **(Medium-Term)**	**Curriculum & Quality Assurance**	• Standardize curricula with periodic national reviews • Establish or strengthen national TVET quality assurance body	MoLSA, MoECHE, QA Agencies, Industry Reps
	Infrastructure & Equipment	• Invest in workshops, labs, and digital classrooms • Develop standard equipment lists for 10 key trades	MoLSA, FMS Governments, Donor Partners
	Instructor & HR Development	• Launch TVET Instructor Professional Development Program (TIPDP) • Formalize instructor employment structures	MoLSA, Training Institutions

	Private Sector Engagement	• Create Sector Skills Councils (SSCs) in priority sectors • Incentivize employer participation in WBL programs	MoLSA, Chambers of Commerce, Private Sector
24–36+ Months **(Long-Term)**	**Regulatory Framework & Governance**	• Enact comprehensive TVET Act • Operationalize National TVET Authority	Parliament, MoLSA, Attorney General
	Digital Transformation	• Fully operationalize TVET-MIS and integrate with EMIS, LMIS, CPIMS • Establish decentralized MIS nodes	MoLSA, MoECHE, FMS ICT Units
	Equity & Inclusive Reform	• Implement a National TVET Inclusion Strategy • Mainstream gender sensitivity in infrastructure, curriculum, and HR	MoLSA, FMS Ministries, Development Partners
	Financing & Sustainability	• Set up Somalia TVET Development Fund • Introduce equity-focused cost-sharing models	MoLSA, Ministry of Finance, Donors

Conclusion

Somalia's TVET sector holds immense transformative potential. If reforms are anchored in inclusive policies, digital innovation, market relevance, and robust governance, the system can deliver not just skilled workers, but economic stability and social cohesion. This report provides a strategic compass to guide the Government and its partners on the path from fragmentation to resilience, and from aspiration to systemic reform.

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